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ABSTRACT

Literature from the past three decades does not suggest a specific role for school counselors in combating the school dropout problem. A search of the Educational Resources Information Center (ERIC) database for the years 1984-1986 produced only 15 items indexed under terms related to school counseling or the school counselor's role. Ideally a database would specify "what works," but the literature reflects approaches and strategies used in particular school situations which are not necessarily adoptable by other schools. However, certain school activities, practices, and emphases have been positively associated with improvement in school retention and reduction in school dropouts. These strategies and the counselor's role in them include: (1) promotion of daily school attendance; (2) encouragement of parental participation in school learning activities; (3) strong and consistent school leadership; (4) clearly stated and widely disseminated classroom and school goals; (5) help for each student to establish and progress toward personally meaningful career goals; (6) placement of a high priority on school resources for the early elementary grades; (7) insurance that students stay at grade level; (8) interfacing school and community resources; (9) provision of a caring and mentoring environment for all students; (10) assistance for students to develop effective learning and study skills; (11) establishment of a school climate where achievement is respected and rewarded; and (12) recognizing and acting upon the interrelatedness of student self-esteem and successful school performance. This document is structured in two parts: (1) an overview, consisting of 12 pages of text; (2) the results of the computer search, consisting of 178 citations printed on 60 pages (from the DIALOG retrieval system). (ABL)

ED 287 112

COMBATING THE SCHOOL DROPOUT PROBLEM:

PROACTIVE STRATEGIES FOR SCHOOL COUNSELORS

Garry R. Walz

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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PART I

OVERVIEW

Introduction

The voluminous literature about school dropouts which has accumulated in the past three decades suggests many solutions and approaches for reducing their numbers, but does not define the specific role for counselors. Certainly, counselors come to know their students' motivations, attitudes, and behaviors as well as anyone in the school environment and, by any logical deduction, should have something to offer to a program for reducing dropouts. Interestingly, however, the champions for the greater involvement of counselors in school dropout programs have come as much or more from people outside counseling as from the counseling ranks themselves. Whether counselors' reluctance to serve in school dropout programs is a consequence of lack of professional assertiveness or of wise insight into the limitations of their powers to be helpful is unclear. Perhaps the most reasonable explanation is that no dropout specialists exist within schools and other educational specialties are already experiencing heavy demands. Counselors have seemed a logical human resource to turn to because their presumably less well-defined roles and responsibilities allow for additional activities and responsibilities. While counselors have not expressed any great enthusiasm for undertaking this new or additional role, neither have they spoken out with alacrity or vigor against assuming some responsibility for school dropouts.

Research–What the Database Offers

A search of the ERIC database for the three years 1984-1986 produced 178 documents covering both *Resources in Education* and *Current Index to Journals in Education*. Of this number only fifteen were indexed under terms related to school counseling or the school counselor's role. In other words, only fifteen emphasized *school counseling* as a major component of a program for school dropouts.

Ideally, a database which specified "what works" would be most desirable. Particularly helpful would be descriptions of effective programs and practices that could be adopted and/or adapted to fit the school environment where a given counselor was working. For the adoption/adaptation to be effective, these program descriptions should include discussion of what was done (the intervention applied), to whom (the actual students and their backgrounds and characteristics), and with what effect (what changes did or did not occur). Unfortunately, the literature rarely provides information that is as precise or comprehensive as would be required. Rarely are all three conditions discussed, and readers are, in fact, exceedingly fortunate if they are able, with any real clarity, to define even one of the three conditions–i.e., knowing what was done, to whom, and with what effect. Basic to the whole problem is the fact that the definition of "dropout" is itself extremely loose, so much so that Phi Delta Kappa has suggested that no clear or acceptable definition is presently available. What is known is that a great deal has been done and many changes have occurred, but the relationship of various approaches to either positive or negative change is not at all specific. Consequently, to speak of "solutions" from the research at this juncture is to be unduly sanguine.

If the reader senses some negativism or cynicism in these remarks, this is not surprising. In actual fact, many of the approaches that have been attempted are simply palliatives, and few of the models or strategies that have worked in one school situation can be adopted or adapted for use in another. Since it is basically unclear "what works," it is difficult to specify what a particular educational specialist (i.e., counselor) should do. If we grant there are no documentable or highly specifiable roles and activities for counselors in a school dropout program, we still may find hope in broadly synthesizing the best judgments, insights, and glimmers of effective strategies that have emerged from years of developmental activity.

What inquisitive and exploratory readers will find from a review of the contents of this search are ideas that may stimulate them into further development and trial. Over the years, great progress in education has resulted from the judgment of informed educators who have made insightful and intuitive decisions about what was needed based upon extensive observation and experience with a variety of educational activities and programs. This ERIC search can be of use to counselors and administrators who believe that the need demands our devising a strategy for the school counselor *vis a vis* school dropouts that utilizes the best of our thinking and experience, even though empirical, definitive research is lacking.

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Strategies for Improving School Retention

Listed below are several school activities, policies, and emphases which, in the experience of numerous school systems, have seemed to be positively associated with improvement in school retention and a reduction in school dropouts. The exact mix and nature of the relationship between the different policies and activities is not clear. What does seem to be supportable is that those schools that have made use of a large number of the suggested policies/activities have had better student retention than comparable schools that have not.

1. Promote daily school attendance. Regular attendance on the part of the students is a very important aspect of improving retention. The positive consequences deal with such matters as keeping up with classroom learning and assignments, developing associations with other students, and acquiring a sense of "in-ness" with regard to the school in both formal and informal school activities. Negative consequences of irregular school attendance are associated with not learning the necessary skills to proceed from one activity to another, sensing oneself as an outsider, and being put in the position of finding it increasingly difficult to attend school because of what has been previously missed. Understandably, then, lack of regular school attendance is one of the best predictors of dropping out of school. A student's pattern of school attendance is symptomatic of many other factors which impinge on the student's staying in school. The reasons for not attending school daily are themselves highly variable, ranging from an active dislike of school to no real dislike, but a conflict with other commitments, such as needing to help other family members or having to respond to the demands of outside work. However variable the reasons that are supportive or non-supportive of attendance, the school that is able to keep even reluctant students attending school is, in fact, working positively to increase the overall proportion of school retention.

Counselor Role: Counselors can be in an excellent position to monitor and identify those students whose pattern of daily attendance starts to become erratic. While this is information generally available in the school, knowing who is not attending is not as important as how the school responds. A counselor who cares and who desires to understand what attitudes and behaviors are causing students to miss school can give students the opportunity to verbalize their thoughts and express the conflicts they are likely to be experiencing. By providing a climate which is non-punitive and encourages students to express feelings about school attendance, counselors can help students resolve conflicts that prevent their attending school regularly. The very act of inquiring and expressing concern over the lack of steady school attendance may at least partially dispel the student's notion that the school is really not interested and does not care about their attendance. The lack of any real interest in their progress is clear evidence to students that what they believe to be true is, in fact, true–nobody cares. Short interventions which acknowledge the student's absence and demonstrate concern over it can help make the school seem warmer and less hostile. It is, at least, a good start!

2. Encourage parental participation in school learning activities. Parental involvement in school learning activities has many positive aspects. In fact, it has been suggested that a major advantage of some foreign school systems is the active role that parents play in student learning–not just in broadly supporting the school, but in being specifically aware of what their children are studying and being involved in helping them master their various school subjects. Parental involvement not only communicates their realization of the importance of the activity, but also helps to create a climate within the family that reinforces the home as a place where school-related activities are supported and encouraged. A frequent positive outcome from parental involvement is a new sense of respect and understanding between parent and child as they share their various knowledge and experience through school activities.

Counselor Role: The counselor-parent interview can be a very useful counselor tool for understanding the individual student's behavior, as well as for creating a favorable action plan for the student relating to his/her school studies and achievement. By conscientiously scheduling meetings with parents, the counselor can gain insight into the parents' dealings with their children and, at the same time, communicate to the parents the perspectives and feelings which teachers have shared with the counselor. Other aspects of improved school retention and performance can also be discussed with the parents in a proactive way that encourages their involvement in a positive learning program for their children, thus avoiding the difficulty in communication and planning that is associated with a crisis conference.

3. Support strong and consistent school leadership. An expanding body of research has identified the importance of school administrators and leaders who are committed to making learning and achievement the school's major focus. School leaders who are aware of what students and faculty are doing provide positive reinforcement to those activities which are clearly supportive of improved school learning and achievement and help mitigate factors that interfere with school learning, such as disruption and inconsistent discipline. In effect, strong leadership translates into viable school leaders who want and are prepared to commit themselves to making the school a place of learning above all else. The school leaders need to be visible, active, strong and consistent in their commitment to seeing that the school promotes student learning.

Counselor Role: Counselors have a greater role in the leadership of the school than they realize. Leadership is not solely the prerogative of the school principal, but a shared responsibility of all school faculty. In particular, counselors are in a position to communicate information about student achievement and performance to others and to help devise policies and programs which are appropriate to facilitating student skill development. In their frequent and regular contact with teachers, counselors are also in a position to help underwrite and implement school policies that encourage school faculty to direct their efforts toward meeting major school goals and minimizing the school trivia which can frequently overwhelm the daily activities of both teachers and students. Needless to say, counselors can also demonstrate leadership in their own sphere by giving a clear learning and achievement focus to counseling, in contrast to an emphasis on personal problems.

4. Clearly state and widely disseminate classroom and school goals. Schools that have shown a superior record of school retention, to a large degree, have goals which are widely known by all students and staff and are acted upon when decisions need to be made, either within the classroom or in relation to broader school policy. It is not important that all these goals be popular, but rather that students and faculty alike are aware of the goals, that both groups understand the school is working toward them, and that they, the students and the faculty, are responsible for achieving them. Consistent and regular reinforcement of these goals avoids mixed messages about expectations for student behavior and achievement. As students better understand the goals and expectations, they have a firmer sense of direction and can behave in ways that help the school and themselves achieve their mutual goals.

Counselor Role: It is as important to have clear goals for the counseling and guidance program as it is for the classroom and the school in general. Many of the goals which relate to guidance are broadly based and involve other faculty. Some goals may be more unique to the guidance program and are the primary responsibility of counselors. But it is important that all who are involved–students, parents, teachers, and administrators–be aware of what the guidance goals are and the means by which those goals will be achieved. It is also critical that indicators be developed and made available to others that communicate the extent to which the goals have or have not been achieved for the guidance program in general and for individual students. In particular, the counselor's role in contributing to improved school retention needs to be negotiated between counselors and administrators. High priority for such areas as learning skills and parental involvement should be carefully spelled out, both the desired objectives and the means to achieve them.

5. Help each student to establish and progress toward personally meaningful life career goals. For students who drop out, the school has clearly lost its meaning. They see little relationship between what the school offers them and the demands of their present lives and of the years ahead. They may very likely feel that their ability to influence or in any way determine what their life will be like is very small, and that what happens to them will be more a matter of external factors, i.e., the "breaks," than of personal decisions and actions on their part. This uncertainty about the future and lack of a real appreciation of what their schooling is doing to help them know and prepare for their future make the frustrations and problems with daily school attendance particularly difficult to bear. "What's the point of the daily hassle if it doesn't make any sense about who I am or what I do, now or in the future?" Those students who have a sense of what their future can be and can see the relationship between what they are doing in school and their preferred future life will find school more rewarding and the difficulties more bearable because they are leading to something which they desire. Clearly, it needs to be a major goal of all schools to help students see that their schooling is not something to be undergone and completed like an onerous task which has little reward in itself, but as part of a program of personal involvement which will lead to a more rewarding and satisfying life in the future.

Counselor Role: Perhaps more than in any other area the counselor can play a major role in helping students to explore life/career options, make thoughtful career plans, and identify benchmarks that show their progress toward longer term goals and aspirations. Through group experiences in classes and in individual and small group sessions, students can be helped to acquire the attitudes they need to take charge of their lives and shape their future.

6. Place a high priority on school resources for the early elementary grades. It is almost a truism that it is better to prevent students from dropping out than it is to provide remedial or crisis intervention just before or after dropout has occurred. The profile of a student who is "at risk" of becoming a dropout is clear. This is the student who in the elementary years falls behind in school achievement, feels that teachers do not really care, has few strong social contacts with other children in the school, and senses that his or her parents do not attach importance to school tasks and activities. Because these are behaviors and attitudes which can be both observed and elicited in discussion with young students, it is possible in the early years to identify those who are moving toward becoming dropouts and to create the climate and culture within the elementary school that works against the developing prevalence of such attitudes and feelings. Perhaps one of the more easily observable and consistent patterns associated with highly "at risk" students is regular absenteeism and/or tardiness. This, in itself, may be a reliable barometer of how the child perceives the school and his/her role in it. If the school uses no other index of potential for dropping out, this measure alone can be very helpful.

Counselor Role: Schools that have elementary counselors have an enormous advantage over those that don't in providing personal assistance to elementary students who appear to be seriously "at risk." This is the point at which care and concern for those students who exhibit the behaviors previously described is extremely important. Aid at this time in a child's development is infinitely more useful and helpful than later assistance from secondary school counselors. In particular, elementary counselors can provide significant service by consulting closely with teachers to develop appropriate strategies for responding to dropout-prone children, as well as by working with these students individually and in small groups.

7. **Insure that students stay at grade level.** There is an ongoing controversy whether students should be passed on through special promotions, or whether all students should be required to meet designated levels of achievement and competency before they move to the next grade level. This question is not one that can be resolved through platitudes or general educational principles. It is, however, apparent that students who are held back become severely "at risk" regarding their continuance in school. The child who has been held back one grade level is 60 times more likely to become a dropout than a student who has not, and the child who has been held back two grade levels is 250 times more likely to become a dropout. Holding a student back seldom does anything for that child to help him/her acquire the competencies and skills needed to proceed. Just as the early elementary years are crucial in setting the stage for continued school attendance and achievement, so it is far better to try to insure that all students stay at grade level than to provide remediation later. The key here would seem to be ongoing diagnosis of each child's progress and the provision and use of appropriate resources to insure that each student does stay at grade level. A variety of methods such as the use of peer tutors, outside adult aides, and special teacher attention can all be helpful at this stage.

Counselor Role: Counselors can help sensitize teachers to the need to be aware of students who are falling behind, and can develop strategies with teachers for involving parents in helping their children to achieve at the appropriate grade level. Here, the counselor may be particularly contributive in determining the causes of a child's negative behavior and in working with others in a collaborative way to alleviate the problems that the particular child is experiencing. In fact, the counselor may well serve as the conscience of the school in helping all the staff become aware of the high probability that a particular student who has fallen behind in grade level is on the way to becoming another of the school's dropouts.

8. Interface school and community resources. Involving significant groups and individuals in the community as additional school resources is a very important initiative in helping to minimize school dropouts. In many areas, there are almost as many resources available to young people outside the schools as within them; for example, work-study programs, cooperative employment programs, and other forms of assistance. Typically, however, there is relatively little awareness of or communication between the different groups that are working to assist young people "at risk." This not only leads to a waste of valuable resources, but also can cause conflict and confusion for individual students. There clearly needs to be a means whereby in-school and out-of-school student services communicate with one another about their programs and goals.

Counselor Role: The breadth of knowledge and the mobility of counselors places them in an excellent position to provide leadership in coordinating the different sources of help, both in and out of school, into an organized effort. The counselor can frequently be the bridge between the different helping sources, targeting both the students who are to be helped and the strategies which will be used. This is seldom an easy or even visibly rewarding activity, but it can greatly expand the impact of both the school and community resources programs by insuring that they pool their resources and work together on common objectives.

9. Provide a caring and mentoring environment for all students. Many students, particularly male students, report that they found little in school to their liking, that they were essentially uncared for, and that they seldom experienced anything other than blame, disapproval, and negative comments. It is not surprising, therefore, that many students decide that life can be more rewarding and satisfying outside the school. So it is of extreme importance that the school provide an environment in which students believe that faculty and staff care about them and that the school communicate this caring and mentoring in regular and visible ways. Even very limited efforts can make a big difference in the student's perception that he/she is seen as an individual and appreciated as such. However hard their exterior and however tough and resistant they appear, students need to have a sense that they matter and that they exist in an environment where they are responded to in a positive way.

Counselor Role: The counselor is in a particularly strategic position to provide attention to each student as an individual and to show respect for and interest in that individual. Thus, the counselor can contribute significantly to a rewarding and nurturing environment. Moreover, counselors can use the knowledge gained from individual and small group sessions with students as a way to communicate to other members on the school faculty the particular needs of individual students. This is a special role for the counselor, and the counselor's behavior can help to model for others what can be done to create an appropriate environment.

10. Assist students to develop effective learning and study skills that enhance their individual learning style. Students vary considerably in how they approach different learning tasks and the skills they bring to any intellectual challenge. The skill with which a student confronts a learning task is only partially determined by his/her basic ability. Even very bright and able students may be learning "with their brakes on," i.e., using methods to learn that are both inefficient and ineffective. Schools need to become aware of the differences in learning styles of their students and to provide learning experiences which are appropriate to the variety of these styles. The ERIC/CAPS monograph by Griggs entitled *Counseling Students Through Their Individual Learning Styles* provides very useful information for schools in this regard. Schools also need to be cognizant of the wide range of resources that are currently available to help students become more effective and more efficient in learning and study skills.

Counselor Role: There are few areas where counselors can be more contributive to the overall effort toward improving student performance than in learning and study skills. Effective learning involves not only motivation and attitude, but an array of learning skills which, when students combine them into an overall approach to learning, can be extremely useful, particularly as the subject matter becomes more challenging and complex. Counselors can earn the strong support of both faculty and students by helping not some but all students to move beyond their current status and acquire new, higher-level learning and study skills. The monograph by Bleuer, *Counseling Underachievers: A Counselor's*

Guide to Helping Students Improve Their Academic Performance, can be a very useful resource to counselors in this regard.

11. Establish a school climate where achievement is respected and rewarded. Behavioral psychology would suggest that our behavior is determined by its consequences. That is to say, we do those things that bring us the rewards that are important to us. Schools have traditionally sent mixed messages about how important learning and achievement really are, frequently giving more visibility and rewards to less scholarly school activities such as sports and social events.

A school that is serious about increasing its retention, where that retention is based upon the improved learning performance of all its students, needs to communicate overtly and clearly to students that school achievement is a major school objective, that all students are expected to prioritize it, and that those who do will be consistently rewarded. On this issue above all others, it is essential that the school make it absolutely clear to all students that if they achieve well, they will be rewarded both in the present and in the future.

Counselor Role: Counselors, to the extent possible, should work with all students to establish individual learning plans. Whether these plans are the detailed and comprehensive plans associated with special education, or the less detailed plans that draw attention to the students' needs to organize their academic efforts and harness their potential for learning, they represent an area where counselors need to show school leadership. As students discuss their long-term goals and desires with the counselor, the counselor is in an excellent position to help them see how important their present behavior is to the achievement of longer term goals and objectives. Counselors can help individual students become aware of the rewards that are available for those who achieve a level that is consistent with their own abilities and needs. Students should be helped to realize that although all of them cannot become the class valedictorian, each of them can shine by achieving and performing at a level appropriate to his/her abilities. In this manner, all students can feel rewarded and reap the benefits that will accrue if they make regular and systematic efforts to be effective in their studies.

12. Recognize and act upon the interrelatedness of student self-esteem and successful school performance. Research suggests that students who drop out have had countless experiences that have depreciated their sense of self-esteem. To continue in school, for many students, is to validate the fact that they are unworthy. Schools, therefore, need to attempt to provide successful academic experiences for all students. One of the most valuable outcomes of school for many students is the high sense of self-esteem that results from successfully meeting school tasks and challenges. It is extremely difficult for students to maintain positive self-esteem when their school performance is poor, and it is unlikely that students who leave school with lowered self-esteem will be able to rise to the challenges of the outside world. Achieving a positive sense of self is certainly one of the most valuable by-products of the school experience, and all schools should give this goal the highest priority in every program they devise.

Counselor Role: Counselors play a very important role in helping schools assess the self-esteem of their students and suggesting to teachers ways that students can enhance their self-esteem through school-related success experiences. Counselors can provide leadership in assisting schools to answer the question: "What can we do to foster positive experiences for our students as part of their school learning, experiences that will lead to an increased sense of worth?" In helping students develop personal life/career plans, counselors can be instrumental in promoting student self-esteem, as each objective met and task performed is further corroboration of the fact that they "can do," that they can be successful, and that their personal vision of their future can be achieved.

Conclusion

This discussion of strategies and suggested counselor roles/responses for combating the problem of school dropouts is a piecemeal way of responding to a challenge that is anything but piecemeal. Potential dropouts are people, with all of the concerns and needs of most of us, but with the additional problem of an inability to adjust positively to the school experience. How to reach such students, how to put the pieces together, how to make school a happy place, how to bring about desired outcomes in a particular school, must, until we have better data, remain up to the imagination and skill of each counselor. As formidable a task as that may seem, counselors can be buoyed by knowing that their spirited efforts can hardly go wrong–caring and trying to do something about dropouts will likely pay a handsome dividend, both for those who make the effort and for the recipient of that caring attention.

PART II

ERIC COMPUTER SEARCH

(An asterisk indicates documents that are indexed with counseling or guidance terms.)

FORMAT OF ERIC JOURNAL ARTICLES (EJ NUMBERS) INDEXED MONTHLY IN CURRENT INDEX TO JOURNALS IN EDUCATION

Clearinghouse Accession Number	CG524907
ERIC Journal Article Number (EJ #)	EJ286411
Title of Article	Diagnostic Perspectives on the Family: Process, Structural and Historical Contextual Models.
Author of Article	Levant, Ronald F.
Journal Title, Volume, Issue Number, Pages, Publication Date	American Journal of Family Therapy, v11 n2 p3-10 Sum Available from: UMI Language: English Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)
Annotation of Article	Describes diagnostic perspectives for viewing dysfunctional families. Presents three general types of models (process, structural, and historical) and organized them along a continuum from most descriptive to most inferential. Presented at the 39th Annual Conference of the American Association for Marriage and Family Therapy, October-November 1981, San Diego, CA. (WAS)
Descriptors of Article (Words describing the article's contents)	Descriptors: Classification; *Clinical Diagnosis; *Counseling Techniques; *Counseling Theories; *Family Counseling; *Family Problems; Family Relationship; Models

FORMAT OF ERIC DOCUMENTS (ED NUMBERS) INDEXED MONTHLY IN RESOURCES IN EDUCATION

Clearinghouse Accession Number

ERIC Document Number (ED #)

Title of Document

Author of Document

Date Published

EDRS Price

Abstract of Document

Descriptors of Document
(Words describing the
document's contents)

ED225081 CG016429

Commitment: A Variable in Women's Response to Marital Therapy.

Beach, Steven R. H.; Broderick, Joan E.

Aug 1982 18p.

Available from: Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New York

Journal Announcement: RIEJUN83

Past research suggests that commitment to one's marriage is a variable which should be a contributing factor to marital satisfaction and the process of marital therapy. To examine the predictive utility of commitment, the relationship between commitment to marriage at the onset of therapy and changes during therapy was examined for a sample of 42 couples. Results showed that, for women, pre-therapy commitment level was able to account for unique variances in marital satisfaction at intake and for changes in marital satisfaction occurring as a result of therapy. Communication ability was also predictive of marital satisfaction at intake. In addition, changes in communication ability from pre- to post-therapy were predictive of changes in marital satisfaction for women. Results for men were less significant. The findings demonstrate that commitment is an important variable in the prediction of marital satisfaction. (Author/JAC)

Descriptors: Adults; *Attitude Change; *Communication Skills ; Counseling Effectiveness; *Marriage Counseling; *Predictor Variables; Psychological Patterns; Sex Differences; *Spouses

Identifiers: *Commitment; *Marital Satisfaction

DIALOG File 1: ERIC - 66-87/FEB

EJ343184 SP516235
The Crisis Problem of Dropouts.
PTA Today, v12 n1 p17 Oct 1986
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB87
"A Blueprint for Success," a document containing principles that bring focus to issues, attitudes, and concerns essential for planning and implementing a successful dropout prevention program, lists principles for a dropout prevention program, involving: (1) programs starting during early childhood or elementary education; (2) work education relationship; (3) teacher involvement; and (4) identification of at-risk students. (CB)
Descriptors: *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *Teacher Role

EJ342975 RC506310
Education of Native Adolescents in Inner-City Schools.
Lee, John D.
Canadian Journal of Native Education, v13 n2 p22-26 1986
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJFEB87
Cites the high dropout rates for native students in Saskatchewan urban centers and suggests that the inner-city native alternative school may be the best way to return students to some form of education leading to eventual employment. Lists 17 "do's" and "don'ts" for effective alternative schools. (JHZ)
Descriptors: *American Indian Education; *Canada Natives; *Dropout Prevention; Dropout Rate; Foreign Countries; Guidelines; Inner City; *Nontraditional Education; *School Readiness; Secondary Education; Urban American Indians; *Urban Education
Identifiers: *Saskatchewan

EJ341194 EA520410
Education Vital Signs: Curriculum.
American School Board Journal, v173 n10 pA9-A11 Oct 1986
For related articles, see EA 520 409-413 (this issue).
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN87
Target Audience: Policymakers; Administrators; Teachers; Practitioners
Reports on nationwide school improvement trends shown by the following indicators: (1) S.A.T. and A.C.T. scores, (2) school dropout rates, (3) preprimary enrollment rates, (4) increased numbers of required courses, and (5) the 1985 Gallup Poll of the Public's Attitude Toward the Public Schools. Six charts are included. (IW)
Descriptors: Charts; *College Entrance Examinations; *Dropout Rate; Educational Assessment; *Educational Improvement; Educational Trends; Elementary Secondary Education; Enrollment Projections; *Enrollment Rate; Enrollment Trends; *Graduation Requirements; *Institutional Evaluation; Preschool Education; Public Opinion
Identifiers: American College Testing Program; Gallup Poll; Scholastic Aptitude Test; United States Department of Education

EJ340932 CG530814
School Discrimination and the High School Dropout: A Case for Adolescent Advocacy.
Svec, Henry
Adolescence, v21 n82 p449-52 Sum 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN87
Hypothesized that schools may not want to take back students who had once dropped out of school. Investigated schools' response to dropouts trying to return. Results indicated that schools were more likely to accept the child who is represented by the parent, and that schools reacted more favorably to the parent. (Author/ABB)
Descriptors: Adolescents; *Advocacy; *Dropouts; *High School Students; Parent School Relationship; *Reentry Students; Secondary Education; Student School Relationship

EJ339651 CE517097
The High School Re-Entry Myth: A Follow-Up Study of Juveniles Released from Two Correctional High Schools in Wisconsin.
Haberman, Martin; Quinn, Lois M.
Journal of Correctional Education, v37 n3 p114-17 Sep 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC86
Reports on a three-year study of youth released from correctional high schools. Only 1.6 percent of those released eventually finished high school after release. Recommends that correctional schools therefore teach life and work competencies rather than offer traditional high school classes. (CH)
Descriptors: *Correctional Education; *Dropout Rate; Followup Studies; High Schools; Nontraditional Education; *Secondary School Curriculum
Identifiers: Carnegie Unit

DIALOG File 1: ERIC - 66-87/FEB

EJ338802 EA520234
Ten Rules for Reducing Your Dropout Rate.
Conrath, Jerry
Executive Educator, v8 n7 p24-25 Jul 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJNOV86

Outlines 10 rules for reducing the student dropout rate. An important component is the establishment of a program that is well funded and staffed and has clearly defined goals that will help in the reduction of student dropouts. (MD)

Descriptors: Academic Failure; *Dropout Prevention; Dropout Programs; *Dropouts; Elementary Secondary Education; *Persistence

EJ338790 EA520222
Educational Clinics: Recovering Dropout Youths.
Klimko, Ivan; And Others
Thrust for Educational Leadership, v15 n6 p22-24 May-Jun 1986
Available from: Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 (single issue: $3.50).
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV86

The dropout problem is growing at an alarming rate. In California educational clinics are being experimentally developed for use with dropout students. Describes the educational clinic planned for Grant Joint Union High School District. (MD)

Descriptors: Academic Failure; *Dropout Prevention; *Dropout Programs; Educational Development; Elementary Secondary Education; Reentry Students
Identifiers: California; *Educational Clinics; Grant Joint Union High School District CA

EJ338566 CG530523
The Store Front School.
Forrest, Barbara
Guidance & Counselling, v1 n4 p21-24 Mar 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV86

Describes the Store Front School project, a program of cooperative education aimed at rekindling students' interest in school and helping them earn their diplomas. The school conducts classes in an office in a shopping mall where the students work. (ABB)

Descriptors: Community Support; Cooperative Education; *Dropout Programs; Dropouts; *Nontraditional Education; *School Business Relationship; *School Location; Secondary Education; Student Attitudes; *Work Experience Programs
Identifiers: *Ontario

EJ337230 CG530381
Drug Use in an Alternative High School.
Beauvais, Fred; Oetting, E. R.
Journal of Drug Education, v16 n1 p43-50 1986
Language: English
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: CIJOCT86

Reports the drug involvement of students in an alternative high school. Students include those transferred for behavior problems or dropouts returning to complete school. Drug use rates are exceptionally high, with significantly higher lifetime prevalence for nearly every drug. Current use of drugs is also very high. (Author/ABB)

Descriptors: Adolescents; Behavior Development; *Behavior Problems; *Dropouts; Drug Education; *Drug Use; *High School Students; *Incidence; *Nontraditional Education; Secondary Education; Student Adjustment

EJ335791 EA520009
Dropout Prevention--Getting Serious about Programs that Work.
Mann, Dale
NASSP Bulletin, v70 n489 p66-73 Apr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJSEP86
Target Audience: Administrators; Practitioners

Discusses the high school dropout problem, focusing on young people's reasons for leaving school and schools' efforts to retain them. Recommends more effective primary education, computer programs to identify youth at risk, and coalitions of schools, businesses, and government agencies to pair learning and work experience. Cites 15 references. (MLH)

Descriptors: Academic Failure; Computer Managed Instruction; *Dropout Prevention; *Potential Dropouts; *School Holding Power ; Secondary Education; Student Attrition

EJ334948 RC506195
The Educational Status of Federally Recognized Indian Students.
Latham, Glenn I.
Journal of American Indian Education, v25 n1 p25-33 Oct 1985
Available from: UMI
Language: English

(cont. next page)

DIALOG File 1: ERIC - 66-87/FEB

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG86

Informal survey described educational status of federally-recognized Indian students enrolled in and eligible for enrollment in Bureau of Indian Affairs and public schools receiving support via the Johnson-O'Malley Act. High dropout rates, low average daily attendance, and high rates of nonenrollment were found. (LFL)

Descriptors: •American Indian Education; •American Indians; Attendance Patterns; Average Daily Attendance; Data Collection ; •Dropout Rate; Elementary Secondary Education; •Enrollment; Public Schools

Identifiers: •Bureau of Indian Affairs Schools; Johnson O Malley Act; •Nonstudents

EJ334044 CG530104
Early School Leaving: Antecedents, Correlates and Consequences.
Pawlovich, Walt
Guidance & Counselling, v1 n2 p41-54 Nov-Dec 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG86

Examines student and school characteristics related to early school leaving, with particular attention being given to trends, implications and conclusions in studies about school dropouts. Recommendations to help potential dropouts are given. (Author/BL)

Descriptors: •Dropout Characteristics; •Dropouts; •Educational Environment; •High School Students; Secondary Education; •Student School Relationship; •Teacher Student Relationship

EJ333956 CG530016
Does Drug and Alcohol Use Lead to Failure to Graduate from High School?
Friedman, Alfred S.; And Others
Journal of Drug Education, v15 n4 p353-64 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG86

Examined the relationship between drug use and graduation among 526 high school students. Results indicated the majority of drug users dropped out, compared to only one of four non-drug users. In a multiple regression analysis, controlling for demographic, personal and family variables, the severity of drug use still predicted failure to graduate. (Author/ABL)

Descriptors: Dropout Research; •Dropouts; •Drug Abuse; •Drug Use; Educational Attainment; •Graduation; •High School Students; Secondary Education

Identifiers: Pennsylvania (Philadelphia)

EJ333821 UD512084
Dropping out of High School: An Inside Look.
Fine, Michelle
Social Policy, v16 n2 p43-50 Fall 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL86

Presents a case study of a New York City high school with a high dropout rate. Focuses on teaching quality, students' attitudes and stresses, and school structure and practice. Argues that school reforms must be developed along with efforts to improve the overall life conditions of students. (KH)

Descriptors: Black Students; •Dropout Prevention; •Dropouts; •Educational Environment; •High Schools; Minority Groups; Student Needs; •Student School Relationship; Teacher Student Relationship; •Urban Schools; Urban Youth

Identifiers: New York (New York)

EJ333031 EA519702
Effective Schools Must Focus on Potential Dropouts.
Conrath, Jerry
NASSP Bulletin, v70 n487 p46-50 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUL86
Target Audience: Administrators; Practitioners

Although the national reports have not focused on the problem, effective schools must address the needs of potential school dropouts. The author rebuts some of the common arguments against dropout prevention programs, arguing that successful dropout prevention is one of the key indicators of overall school effectiveness. (Author/TE)

Descriptors: •Dropout Prevention; •Dropout Programs; Dropout Rate; •Dropouts; High School Equivalency Programs; •Potential Dropouts; School Effectiveness; •School Holding Power; Secondary Education

EJ332523 UD512059
A Population at Risk: Potential Consequences of Tougher School Standards for Student Dropouts.
McDill, Edward L.; And Others
American Journal of Education, v94 n2 p135-81 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); GENERAL REPORT (140)
Journal Announcement: CIJJUN86

Reviews findings on factors that predict dropping out and relates these to recent recommendations for raising school standards. Identifies the adverse effects these standards

(cont. next page)

might have on potential dropouts and discusses some ways of circumventing the negative consequences. Proposes an agenda for simultaneously raising standards and addressing dropout problems. (KH)

Descriptors: *Academic Standards; *Dropout Prevention; Dropouts; *Educational Improvement; Educational Policy; High Schools; *Potential Dropouts; Student Needs

Identifiers: Reform Reports

EJ332417 SP515659

Taking Stock: Renewing Our Research Agenda on the Causes and Consequences of Dropping Out.

Natriello, Gary; And Others

Teachers College Record, v87 n3 p430-40 Spr 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)

Journal Announcement: CIJJUN86

The authors outline an agenda for research on the dropout problem, arguing that a comprehensive program of research should include data on student characteristics, school processes, the act of dropping out, and the economic and cognitive consequences of the failure of large numbers of students to complete high school. (MT)

Descriptors: Dropout Characteristics; *Dropout Research; High Schools; School Role

EJ332416 SP515658

Raising Standards and Reducing Dropout Rates.

Hamilton, Stephen F.

Teachers College Record, v87 n3 p410-29 Spr 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Journal Announcement: CIJJUN86

The author considers the effect of raising school standards on the dropout rate. Research related to dropout prevention programs is reviewed in order to identify charactertistics of effective programs. The West German system of early student differentiation is examined. (MT)

Descriptors: *Academic Standards; Comparative Analysis; *Dropout Prevention; *Dropout Rate; Dropout Research; Identification; Secondary Education; Vocational Education

Identifiers: West Germany

EJ332415 SP515657

Why Urban Adolescents Drop into and out of Public High School.

Fine, Michelle

Teachers College Record, v87 n3 p393-409 Spr 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN86

The author analyzed the economic and social arrangements, school policies and practices, and individual and collective psychologies of adolescent dropouts from a comprehensive high school in New York City. (MT)

Descriptors: Dropout Attitudes; Dropout Characteristics; *Dropouts; High Schools; Public Schools; School Role; *Urban Youth

Identifiers: Naturalistic Research

EJ332414 SP515656

Dropping Out: How Much Do Schools Contribute to the Problem?

Wehlage, Gary G.; Rutter, Robert A.

Teachers College Record, v87 n3 p374-92 Spr 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Journal Announcement: CIJJUN86

Using data from High School and Beyond, a national longitudinal study of American high school students, this investigation focused on the role played by school factors in decisions to drop out. Recommendations for reform are presented. (MT)

Descriptors: Discipline; *Dropout Characteristics; Dropout Research; High Schools; *School Holding Power; *School Role; Self Esteem

Identifiers: High School and Beyond (NCES)

EJ332413 SP515655

Who Drops Out of High School and Why? Findings from a National Study.

Ekstrom, Ruth B.; And Others

Teachers College Record, v87 n3 p356-73 Spr 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN86

Using data from High School and Beyond, a national longitudinal study of American high school students, the authors investigated who drops out, why one student drops out but not another, what dropouts do while peers remain in school, and what impact dropping out has on gains in tested achievement. (MT)

Descriptors: Achievement Gains; Cohort Analysis; *Dropout Attitudes; *Dropout Characteristics; Dropout Research; High Schools; Out of School Youth

Identifiers: High School and Beyond (NCES)

DIALOG File 1: ERIC - 66-87/FEB

EJ332412 SP515654
Standardizing Practice in the Analysis of School Dropouts.
Morrow, George
Teachers College Record, v87 n3 p342-55 Spr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN86
The author suggests procedures to standardize the process of calculating dropout rates and to improve the validity and reliability of data on dropouts. (MT)
Descriptors: Cohort Analysis; Data Interpretation; *Dropout Rate; *Dropout Research; Elementary Secondary Education

EJ332411 SP515653
Large School Systems' Dropout Reports: An Analysis of Definitions, Procedures, and Findings.
Hammack, Floyd Morgan
Teachers College Record, v87 n3 p324-41 Spr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN86
The author examined school district reports on the dropout problem from several large urban school systems, looking specifically at the definition of dropout, information collection procedures, and the method used to determine the dropout rate. The need for greater consistency in such reports is discussed. (MT)
Descriptors: *Data Collection; *Dropout Rate; Dropout Research; Secondary Education; Statistical Analysis

EJ332410 SP515652
Can We Help Dropouts: Thinking about the Undoable.
Mann, Dale
Teachers College Record, v87 n3 p307-23 Spr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUN86
The author presents an overview of the dropout problem, pointing out that what is really a diverse set of problems requires multiple approaches. (MT)
Descriptors: Dropout Prevention; Dropout Research; *Dropouts ; Secondary Education

EJ331963 RC506098
ARC Workshop Showcases Practical Programs for Dropout Prevention.
Appalachia, v18-19 n6-1 p1-20 Fall 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CONFERENCE PROCEEDINGS (021)
Journal Announcement: CIJJUN86
In an effort to find new solutions, an Appalachian Regional Commission workshop examined the severity of the dropout problem in Appalachia; looked at successful prevention programs including 70001 Ltd., REAL Enterprises, and Jobs for Tennessee Graduates; and previewed the model dropout reduction curriculum being designed at Appalachian State University. (NEC)
Descriptors: Curriculum Development; *Dropout Prevention; *Dropout Programs; Dropout Rate; Dropouts; Elementary Secondary Education; *Intervention; Regional Programs; Workshops
Identifiers: *Appalachia; *Appalachian Regional Commission

EJ330886 CE516548
Unemployment and School Motivation: The Case of Truancy.
Raffe, David
Educational Review, v38 n1 p11-19 Feb 1986
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN86
In this study, the data suggest that rising unemployment increases pupil motivation and thereby acts as an instrument of social control in schools as well as in the labor market; less equivocally, the data challenge current arguments alleging the demotivating and demoralizing effect of unemployment on school pupils. (Author/CT)
Descriptors: *Dropouts; Labor Market; Secondary Education; *Student Attitudes; *Student Behavior; *Student Motivation; *Truancy; *Unemployment
Identifiers: *Scotland

EJ330746 TM511056
Raising Standards and Retaining Students: The Impact of the Reform Recommendations on Potential Dropouts.
McDill, Edward L.; And Others
Review of Educational Research, v55 n4 p415-33 Win 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJMAY86
This paper examines the potential influences of school reform policies on the high school dropout rate, and it summaries a diverse set of reports on American education that recommend increasing academic standards in schools as a means for improving secondary school performance. (Author/LMO)
Descriptors: *Academic Standards; *Back to Basics; *Dropouts ; Economic Factors; *Educational Change; *Educational Improvement; Educational Research; Family Influence; Racial Differences; Secondary Education; Sex Differences; Student School Relationship

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Identifiers: National Commission on Excellence in Education; Task Force on Education for Economic Growth

EJ328003 EA519467

In the Rush toward Excellence, Don't Let Your Schools' 'Holding Power' Slide.

Bateman, C. Fred

American School Board Journal, v172 n10 p39,47 Oct 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJAPR86

Target Audience: Administrators; Policymakers; Practitioners

It's up to school board members to communicate they want schools to improve academic scores and standards while increasing their holding power. Outlines ways superintendents can act to reinforce such policy. (MD)

Descriptors: Boards of Education; •Dropout Programs; Dropout Rate; Educational Administration; Elementary Secondary Education; Public Relations; School Community Relationship; •School Holding Power

Identifiers: Excellence in Education

EJ323678 EA519207

Action on Dropouts.

Mann, Dale

Educational Leadership, v43 n1 p16-17 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJAN86

Our society cannot afford to wait for research results before acting to reduce the high school dropout rate. Schools should focus on those students who are most likely to drop out. (MD)

Descriptors: Academic Standards; •Dropout Prevention; •Dropouts; Educational Change; Educational Environment; Elementary Secondary Education; •School Holding Power; Vocational Education

EJ323677 EA519206

School Reform and Potential Dropouts.

Natriello, Gary; And Others

Educational Leadership, v43 n1 p10-14 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJJAN86

Target Audience: Administrators; Policymakers; Practitioners

The main reasons that students drop out of high school are poor grades, family problems, and financial problems. The school reform movement may compound marginal students' difficulties and cause more students to drop out. (MD)

Descriptors: Academic Achievement; •Academic Failure; Academic Standards; Curriculum Development; Dropout Characteristics; Dropout Prevention; •Dropouts; Educational Change; •Family Problems; •Poverty; Secondary Education; Time on Task

Identifiers: National Commission on Excellence in Education; •Reform Efforts

* EJ323642 EA519139

Here's Why Your Board Must Throw a Lifeline to Foundering Kids.

Schwabach, Deborah

American School Board Journal, v172 n8 p25,33 Aug 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJAN86

Target Audience: Administrators; Policymakers; Practitioners

Describes one family's unsuccessful experience with a minority student in a foster home situation. Schools are not equipped to handle the special problems of certain students who make up a large percentage of the dropout population. (MD)

Descriptors: Attendance; Counselor Training; •Dropout Prevention; Dropouts; Elementary Secondary Education; •Family Problems; •Minority Group Children; •Potential Dropouts; •Problems; Services; Truancy

EJ323641 EA519138

This Last-Ditch Plan Keeps Would-Be Dropouts in School.

Edwards, Marvin E.

American School Board Journal, v172 n8 p24 Aug 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJAN86

Target Audience: Administrators; Practitioners

Describes a dropout prevention program used for eight years in Joliet Township, Illinois, high schools. (MD)

Descriptors: •Dropout Prevention; •Individualized Instruction; Parent Child Relationship; •Potential Dropouts; Secondary Education; •Student Problems

Identifiers: •Illinois

* EJ323245 CG529035

The School Dropout: Implications for Counselors.

Gadwa, Karol; Griggs, Shirley A.

School Counselor, v33 n1 p9-17 Sep 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

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Journal Announcement: CIJJAN86
Target Audience: Counselors; Practitioners

Assessed learning style of secondary students, categorized as dropout (N=345), alternative (N=214), or traditional students (N=213) using the Learning Style Inventory (LSI). The groups were differentiated on 17 of 23 variables, with dropouts being motivated, peer and teacher oriented, easily bored, preferring evening for learning, preferring tactile, kinesthetic, and auditory learning modalities, and requiring mobility. (BL)

Descriptors: •Cognitive Style; •Counselor Role; •Dropout Characteristics; •Dropouts; •High School Students; Secondary Education; Youth Problems
Identifiers: Learning Style Inventory

EJ323027 UD511744
For Whom the School Bell Tolls: The Impact of Dropping Out on Cognitive Performance.
Alexander, Karl L.; And Others
American Sociological Review, v50 n3 p409-20 Jun 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC85

Describes a study that assessed the contribution of schooling to cognitive development by comparing the cognitive development for high school graduates and dropouts over a two-year period. Reports that the cognitive skills of students who stay in school improve more than those of dropouts and that dropping out harms disadvantaged students most. (KH)

Descriptors: Academic Achievement; •Academic Persistence; •Cognitive Development; Disadvantaged Youth; Dropout Characteristics; •Dropouts; High Schools; Withdrawal (Education)

EJ321439 RC505885
Why Poor Kids Quit Attending School.
Wagner, Hilmar
Education, v105 n2 p185-88 Win 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJNOV85
Target Audience: Practitioners

Poor kids quit attending school because they need money for personal or family needs, they cant' compete with their peers financially, their parents don't value education, and/or the curriculum is not geared toward their needs. Work study funds, school-parent communication, curriculum revision and extracurricular participation could reduce their dropout rate. (JHZ)

Descriptors: •Dropout Characteristics; •Dropout Prevention; Dropouts; •Economically Disadvantaged; Low Income Groups; Parent Aspiration; Parent School Relationship; Peer Influence; Poverty; •Relevance (Education); Secondary Education

EJ319444 UD511641
Trying to Make It Real Compared to What? Implications of High School Dropout Statistics.
Sexton, Porter W.
Journal of Educational Equity and Leadership, v5 n2 p92-106 Sum 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP85

Dropout statistics for Portland, Oregon, high schools reveal that the schools themselves, and the assignment of students to specific schools, may be more important than previously thought in determining dropout rates. Thus, programs in the high schools and open transfer provisions may be cost-effective means of providing for needs of potential dropouts. (Author/GC)

Descriptors: •Dropout Prevention; Dropout Research; •High Schools; •Institutional Characteristics; Potential Dropouts; Racial Differences; •Student Placement
Identifiers: •Oregon (Portland)

EJ317483 SO513900
"I'm Gonna Quit Band."
Hagner, Elizabeth
Music Educators Journal, v71 n9 p33-36 May 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG85
Target Audience: Teachers; Practitioners

What music teachers can do to prevent students from dropping out of band is discussed. Suggestions include talking with the child, working with other teachers, getting support from parents, and taking a good look at the music program itself. (RM)

Descriptors: •Bands (Music); •Dropout Prevention; Dropouts; Elementary Secondary Education; Motivation Techniques; •Music Education; Music Teachers; Parent Responsibility; Parent Role; •Teacher Role

EJ317300 JC503865
The Dropout: A New Challenge to Catholic Education.
Gallagher, Vera
Momentum, v16 n2 p40-41 May 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG85
Target Audience: Practitioners

Describes educational models developed by Good Shepard Sisters for youths with records of school failure and chronic truancy. Highlights community schools for chronic truants; the CORA-Neumann program in Philadelphia; off-campus teenage

(cont. next page)

residence groups; a highly structured school and camp program; and a day school for severely behaviorally handicapped students. (DMM)

Descriptors: Catholic Educators; •Catholic Schools; •Church Programs; •Dropout Programs; •Dropouts; High Schools; •High School Students; Nuns; Reentry Students; Remedial Instruction; School Holding Power; Secondary Education; Truancy; Youth Problems

Identifiers: •Good Shepard Sisters

EJ316695 EA518660

Use This Step-by-Step Approach to Reduce the Student Dropout Rate.

Uhrmacher, P. Bruce

American School Board Journal, v172 n4 p40-41 Apr 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJAUG85

Target Audience: Administrators; Policymakers; Practitioners

Describes how three Colorado school systems joined together and set up a dropout prevention commission that used a seven-step approach to work at reducing student dropout rates. (MD)

Descriptors: •Dropout Prevention; •Dropout Programs; •Dropout Rate; Dropouts; Elementary Secondary Education; Financial Support; Long Range Planning; •Needs Assessment; Parent Participation; •School Community Relationship; •Student Participation

Identifiers: Colorado

EJ315231 EA518466

A Study of Dropouts in the Austin Independent School District.

Doss, David A.; Holley, Freda M.

Spectrum, v3 n1 p23-31 Win 1985

Copies of articles may be ordered from: Spectrum Editor, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209. Single issues may be purchased for $10.00 while in stock.

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); POSITION PAPER (120)

Journal Announcement: CIJJUL85

The school-leaving pattern of students aged 14 in 1978 was recorded by the Austin (Texas) Independent School District from 1978 to 1983, providing data on the socioeconomic, academic, and behavioral characteristics of dropouts and their reasons for dropping out. Several preventative measures are suggested. (PGD)

Descriptors: Dropout Attitudes; •Dropout Characteristics; •Dropout Prevention; Dropout Programs; Dropout Research; •Dropouts; High Schools; High School Students

Identifiers: Austin Independent School District TX

EJ314481 SO513711

Wastage in Primary Education from 1970 to 1980.

Prospects: Quarterly Review of Education, v14 n3 p347-67 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN85

Study showed that levels of repetition and dropping out in the primary schools of 121 countries in Africa, Asia and Oceania, Latin America and the Caribbean, and Europe and the USSR from 1970 to 1980 remain very high. This educational wastage is costing a great deal of money. (RM)

Descriptors: Academic Failure; Comparative Analysis; •Comparative Education; Developed Nations; Developing Nations; •Dropout Rate; Dropouts; Educational Research; •Educational Trends; Elementary Education; Foreign Countries; •Grade Repetition; Student Promotion

Identifiers: Africa; Asia; Caribbean; Europe; Latin America; Oceania; USSR

EJ312978 SP514616

Project SCAN: Counseling Teen-Age Parents in a School Setting.

Delatte, Joseph G.; And Others

Journal of School Health, v55 n1 p24-26 Jan 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAY85

An interdisciplinary intervention program for adolescent parents and expectant parents combined educational and counseling efforts within a regular school setting to provide information, support, and opportunity for personal growth. Program organization and implementation and implications for health professionals are discussed. (Author/DF)

Descriptors: •Dropout Prevention; High Schools; •Intervention; •Parent Education; •Program Development; Program Effectiveness; •Unwed Mothers

Identifiers: Schools Combating Abuse and Neglect (Project SCAN)

EJ312563 RC505752

The School Leaver and the World Outside.

Phillips, D. John

Education Canada, v24 n3 p26-31 Fall 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAY85

Target Audience: Practitioners

(cont. next page)

Compares and describes school leavers in Ontario, Canada, and Somerset, England. Notes functional illiteracy is common among school leavers. Decides that the best approach is a concentrated effort on reading in grades three and four. Describes such a program to be instituted in York, Ontario, in September, 1984. (BRR)

Descriptors: •Dropout Characteristics; •Dropout Prevention; •Dropout Programs; •Dropouts; Elementary Secondary Education; Foreign Countries; •Functional Literacy; Reading Skills; Work Experience Programs; •Youth Employment

Identifiers: Canada; England (Somerset); •Ontario (York)

EJ310949 UD511257

Operation Success: Our Name Is Our Objective.

Miller, Alfred P.; Linefsky, Rae

Journal of the New York State School Boards Association, p8-10 Nov 1984

Theme issue with title "The Dropout Problem--Alternative Programs that Work."

Language: English

Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)

Journal Announcement: CIJAPR85

Describes the goals and substantial achievements of Operation Success, a school-based program aimed at bringing dropouts back into school and serving those on the verge of dropping out. Also discusses students' reasons for dropping out, strategies for case management, and the coordination of funding. (RDN)

Descriptors: •Cooperative Programs; Coordination; •Dropout Attitudes; •Dropout Prevention; •Dropout Programs; High Schools; Potential Dropouts; Secondary Education

Identifiers: •New York (New York)

EJ309611 CG527458

The Effect of a Twelve-Week Dropout Intervention Program.

Caliste, E. R.

Adolescence, v19 n75 p649-57 Fall 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAPR85

Assessed the effectiveness of a 12-week intervention program on potential dropouts (N=55). The results revealed that the experimental intervention did impact significantly on retention and absence rates, but student attitudes were not significantly affected. Results pose serious questions concerning the generalizations of the self-concept to academic achievement. (JAC)

Descriptors: Academic Achievement; •Dropout Prevention; High Schools; High School Students; •Potential Dropouts; •Program Effectiveness; •School Holding Power; •Self Concept; •Student Attitudes

*EJ309310 SP514418

Snatching Victory from the Jaws of Learning Defeat: How One School Fought the Dropout Blitz.

Conrath, Jerry

Contemporary Education, v56 n1 p36-38 Fall 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJMAR85

A high school in Oregon has had positive results from the development of a dropout prevention program. Students meet together each day, develop goals, and earn credits for successful efforts. Program design and implementation are described. (DF)

Descriptors: •Counseling Techniques; •Dropout Prevention; •Dropout Programs; High Schools; •Potential Dropouts; •Program Design; •Program Effectiveness

Identifiers: Oregon (Portland)

EJ306926 HE518610

Factors Influencing Retentivity and Satisfaction with Secondary Schooling.

Power, Colin

Australian Journal of Education, v28 n2 p115-25 Aug 1984

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJFEB85

A study of the relationship of school type, student characteristics, and family background to student persistence and satisfaction in 30 South Australian secondary schools showed the key factors to be parents' socioeducational level, school type, sex, academic self-concept, and parental encouragement. (Author/MSE)

Descriptors: •Dropout Characteristics; Dropout Research; Foreign Countries; •High School Students; Parent Attitudes; Participant Satisfaction; •School Holding Power; •Secondary Education; Self Concept; Sex Differences; Socioeconomic Status; •Student Attitudes; Student Characteristics

Identifiers: Australia

*EJ305993 SP514290

Promoting the Autonomy of Another Person: The Difficult Case of the High School Dropout.

Hedman, Carl G.

Educational Theory, v34 n4 p355-65 Fall 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJAN85

Target Audience: Practitioners

Educators concerned with promoting autonomy of high school dropouts face a dilemma between accepting the students'

(cont. next page)

decision or trying to change the decision. A nontraditional program is described that offers dropouts alternative ways to learn while promoting self-autonomy. A case study of a potential high school dropout is described. (DF)

Descriptors: Case Studies; •Counseling Techniques; Dropout Characteristics; •Dropouts; Educational Environment; •Educational Strategies; •Nontraditional Education; •Personal Autonomy; Relevance (Education); Secondary Education

EJ303788 CE514761
Survey of Attitudes of Incarcerated Felons on Dropping Out of Public School.
Porter, Robert F.; Gilberg-Porter, Jody
Journal of Correctional Education, v35 n3 p80-82 Sep 1984
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJDEC84

A survey of 133 inmates without high school diplomas in Texas prisons ascertained their reasons for dropping out of public schools. The desire or necessity to work were most commonly cited. Only 12 percent felt that dropping out contributed to their incarceration, although over 75 percent said they should have stayed in school. (SK)

Descriptors: •Dropout Attitudes; Dropouts; High Schools; •Prisoners; •Public Schools; •Student Motivation

EJ303762 CE514735
Vocational Preparation for Out-of-School Youth in Saudi Arabia.
Campbell, Clifton P.
Canadian Vocational Journal, v20 n2 p29-34 Aug 1984
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJDEC84

Describes the Saudi system of prevocational centers, designed to retrieve young male dropouts, prepare them for reentering general education, orient them to job skills, and prepare them for more extensive training at vocational training centers. The curriculum, emphasizing clerical and industrial skills, is also discussed. (SK)

Descriptors: Adolescents; •Dropouts; Job Skills; Job Training; Males; •Out of School Youth; •Prevocational Education; Secondary Education; •Vocational Training Centers
Identifiers: •Saudi Arabia

EJ303597 SP514154
Grade Level Attainment among Migrant Farm Workers in South Texas.
Hinojosa, David; Miller, Louie
Journal of Educational Research, v77 n6 p346-50 Jul-Aug 1984
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJNOV84

Dropping-out and grade level attainment among Mexican American migrant workers were investigated in South Texas. Various correlations among student attitudes, grade level, academic performance, family life, and demographic factors were examined. Factors that had a direct relationship with staying in school are discussed. (Author/DF)

Descriptors: •Dropout Rate; Dropout Research; Elementary Secondary Education; Instructional Program Divisions; •Mexican Americans; •Migrant Youth; •Student Attitudes

EJ298993 UD510715
The School-to-Work Transition for High School Dropouts.
Weidman, John C.; Friedmann, Robert R.
Urban Review, v16 n1 p25-42 1984
Available from: UMI
Language: English
Document Type: REVIEW LITERATURE (070); GENERAL REPORT (140)
Journal Announcement: CIJAUG84

Presents conceptual framework for understanding problems encountered by dropouts in school-to-work transition; underlying assumption is that dropouts are likely to face strains in homes, jobs, and cther community settings similar to those which led to their dropping out. Also discusses exemplary school and work programs for dropouts. (CMG)

Descriptors: •Demonstration Programs; •Dropout Programs; •Dropouts; •Education Work Relationship; Secondary Education

EJ298982 UD510704
Educational Achievement and Locus of Control among Black Adolescent Fathers.
Hendricks, Leo E.; And Others
Journal of Negro Education, v53 n2 p182-88 Spr 1984
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJAUG84

Interview data from 98 Black adolescent males in Columbus, Ohio, indicate that those who are fathers or who do not believe they have control of their destiny (an attitude more prevalent among fathers that nonfathers) are more likely to be school dropouts than others. Educational implications are discussed. (CJM)

Descriptors: Adolescents; •Black Youth; •Dropouts; •Educational Attainment; Educational Planning; •Fathers; •Locus of Control; Males; Parent Attitudes; •Personal Autonomy; Secondary Education; Self Concept; Self Determination
Identifiers: Ohio (Columbus)

DIALOG File 1: ERIC - 66-87/FEB

EJ294943 EA517344
Educational Policy in China and India: The Problems of Overcoming the Work/Study Dichotomy.
Arnove, Robert F.
Phi Delta Kappan, v65 n7 p473-78 Mar 1984
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUN84

Compares Indian and Chinese educational systems on bases of their channelling of students, school dropouts, and attempts at reform. Emphasizes the conflict of academic schooling and productivity in both nations. (JW)

Descriptors: Achievement; •Comparative Education; Cross Cultural Studies; •Dropouts; Educational Change; •Educational Practices; Elementary Secondary Education; Foreign Countries; •Productivity; •Student Placement

Identifiers: •China; •India

ED274767 UD025196
The San Diego City Schools 1984-85 School Leaver and High School Diploma Program Participant Attitude Study.
Barr, Robert B.; Knowles, Gary W.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
1 Aug 1986
100p.; For related document, see UD 025 195.
Sponsoring Agency: San Diego City Schools, Calif.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB87
Target Audience: Practitioners

Students who left school entirely during the 1984-85 school year, and others who withdrew from regular school and subsequently returned to the district's High School Diploma Program (HSDP), completed questionnaires providing information about their educational values, reasons for leaving school, perceptions of their academic abilities, relationships with school, and peer and support relationships. The returners were also asked their opinions of the HSDP and how the program compared with their previous regular school. The study found that: (1) leavers and returners are less certain of their motivation to learn and their ability to graduate; (2) attendance problems, lack of interest and boredom were the most frequently cited factors in their decision to leave; (3) though the parents' commitment to learning was questionable, academically-related experiences were the dominant factors in students' decisions to leave school; and (4) returners liked the HSDP administrative arrangements and educational characteristics. The authors developed an educational empowerment theory that a student's image of school as a place to be successful determines the student's persistence. The authors recommend changes in the educational philosophy and actions of the school to create a structure and curriculum that addresses everyone's need for success, approval, challenge, and meaning. (PS)

Descriptors: •Academic Persistence; •Attitude Measures; Continuation Students; •Dropout Attitudes; •Dropout Characteristics; Dropout Research; High Schools; Nontraditional Education; Potential Dropouts; •School Holding Power; Secondary Schools; •Student Attrition

Identifiers: San Diego Unified School District CA

ED274756 UD025171
School Dropouts. The Extent and Nature of the Problem.
General Accounting Office, Washington, D.C. Div. of Human Resources.
1986
39p.
Report No.: GAO-HRD-86-106BR
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); GENERAL REPORT (140)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB87
Target Audience: Policymakers

The study provides an overview of what national surveys and the literature say about school dropouts, defined as persons who are neither enrolled in school nor high school graduates. For the last decade, the dropout rate for youth age 16-24 has remained roughly the same, about 13-14 percent. Hispanics, Blacks, and economically and educationally disadvantaged youth have a much higher dropout rate, as do those who are (1) pregnant, (2) two or more years behind grade level, and (3) from homes where the fathers dropped out. Within the first several years after dropping out, about 50 percent return to school or enroll in General Education Development programs. Labor market opportunities are poor for youth who have not completed high school and are worse for Blacks than for Whites. Due to limitations on available data and research, it is not generally known "what works" to prevent youth from dropping out of school or to encourage their return. This is the first of a two-phase study, the second part of which examines the problem in more detail at the local level and considers the techniques used to address it. (PS)

Descriptors: Academic Persistence; Continuation Students; •Dropout Characteristics; •Dropout Programs; •Dropout Rate; Dropout Research; •Dropouts; High Schools; •High School Students; Potential Dropouts; Student Attrition; •Withdrawal (Education)

Identifiers: Current Population Survey; High School and Beyond (NCES); National Longitudinal Study Labor Market Ex

ED274740 UD025143
Albuquerque Public Schools Diploma Granting High Schools Dropout Report 1984-85.
McDaniel, Patrick

(cont. next page)

Albuquerque Public Schools, N. Mex.
Oct 1985
13p.; Small print.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110)
Geographic Source: U.S.; New Mexico
Journal Announcement: RIEFEB87

This paper presents dropout data for Albuquerque public schools in the 1984-85 school year. Following a brief introduction, the report consists of five statistical tables: (1) dropout rate summary; (2) dropout rates by grade level; (3) dropout rates by gender; (4) dropout rates by ethnicity; (5) dropout rates by reason for dropping out. (KH)

Descriptors: •Dropout Rate; •Dropouts; Ethnic Groups; High Schools; Urban Education
Identifiers: •Albuquerque Public Schools NM; New Mexico (Albuquerque)

ED274733 UD025110
A Study of School Holding Power in Pittsburgh Public Schools, School Year 1984-1985.
Pittsburgh Public Schools, Pa.
18 Jul 1986
16p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEFEB87

This report on school holding power provides statistics on students who withdrew from the Pittsburgh public schools during the 12 months ending June 30, 1985. Data is classified in the following ways: (1) by grade of the students who dropped out, (2) by circumstances under which students dropped out, and (3) by individual schools within the system. The report includes a definition of drop-out and the formulas used to compute annual and cumulative holding power of a school. (LHW)

Descriptors: •Dropout Rate; •Dropouts; •Public Schools; •School Holding Power; Secondary Education; Secondary Schools
Identifiers: •Pennsylvania (Pittsburgh)

ED274732 UD025108
Statistics on Students Leaving the Seattle Public Schools 1981-1985. Management Information Paper. Report No. 86-4.
Haynes, Diane
Seattle Public Schools, Wash. Dept. of Management Information Services.
Jan 1986
20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Washington
Journal Announcement: RIEFEB87

This paper provides descriptive information on high school students who have dropped out, graduated, or left the Seattle Public Schools for other reasons since the 1981-82 school year. First, the number and percentage of leaving students for each of four reasons (exemption, termination, suspension/expulsion, no-show) are indicated. Additional tables show the distribution of dropouts by grade and gender; ethnicity and gender; ethnicity and free lunch status; and family status, ethnicity, and gender. Dropout rates for each high school in the Seattle school district are presented, as are data on the distribution of graduates by school, gender, and ethnicity. Finally, the use and definition of the word "dropout" is explained, and the significance and limitations of the data reported in the paper are briefly discussed. (GC)

Descriptors: •Dropout Characteristics; •Dropout Rate; •Ethnic Groups; •Family Characteristics; Females; High Schools; Males; Socioeconomic Status
Identifiers: •Seattle Public Schools WA

ED274731 UD025107
School Leaver Prevention and Recovery. Summary Paper.
Portland Public Schools, OR. Management Information Services.
22 May 1986
9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEFEB87

The Portland (Oregon) School District defines a school leaver as any student who is registered during the school year, leaves school, does not enter another school in the district that year, and for whom no request for transfer or withdrawal is entered. The district offers an array of programs that address the problem of school leavers. At the organizational level, high schools with extremely low enrollment or high leaver rates have been closed and their students assigned to other schools. In the area of student placement, the district operates a variety of educational alternatives, scheduling options, and other opportunities designed to meet students' needs. In addition, student performance is monitored and various intervention activities are employed to prevent and recover school leavers. Efforts taken in Portland to reduce the problem of school leavers are consistent with the school system's mission to help every child to reach his or her full potential. The comprehensive high school is the primary vehicle for acheiving this mission. (GC)

Descriptors: •Dropout Prevention; Dropout Programs; Elementary Secondary Education; High Risk Students; •High Schools; School Districts; •School Holding Power; •School Role

(cont. next page)

Identifiers: *Portland School District OR

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* ED274730 UD025106
Dropout Prevention/Reduction Programs and Activities.
Dade County Public Schools, Miami, Fla.
Dec 1985
22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: DIRECTORY (132); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB87

Seventeen activities or programs conducted in the Dade County (Florida) public elementary and secondary schools in order to reduce or prevent dropout are described in this resource guide. The programs activities include: (1) workshops to develop school-based dropout prevention programs; (2) "Students Working Intelligently to Combat High Educational Deficiencies (SWITCHED), a peer counseling program to improve attendance and academic achievement; (3) Project Trio, offering academic support services, a student support team and career oriented services; (4) efforts by each school's occupational specialist to target potential dropouts; (5) the Vocational Interdisciplinary Program (VIP) for high risk students; (6) "REPO," an outreach program with a vocational emphasis conducted in collaboration with local businesses; (7) the Truancy Prevention Project; (8) the Home Instruction Program for Preschool Youngsters; (9) the School Alternative Vocational Education (SAVE) project; (10) Academy for Community Education, targeted toward potential delinquents; (11) Operation Turnaround, which aims to improve the learning environment and academic performance of inner city elementary students; (12) the Cuban National Planning Council, a service provision program; (13) the Urban Studies Institute; (14) a traditional skills class for elementary students who have failed to meet promotion standards; (15) Project Jump-Ahead, a basic skills program; (16) the Elementary Alternative Strategy, which reduces class size of selected students; and (17) the Student at Risk Program (SARP), designed to provide intensive instruction, supervision and counseling services to high risk students. (GC)

Descriptors: Basic Skills; *Compensatory Education; Counseling Services; Delinquency Prevention; *Dropout Prevention; Elementary Secondary Education; *Enrichment Activities; *High Risk Students; Nontraditional Education; *Remedial Programs; Vocational Education
Identifiers: *Dade County Public Schools FL

ED274729 UD025103
Dropout Prevention and Recovery--Phase II. (Analysis and Proposal for Implementation for 1985-86 in the Los Angeles Unified School District.)
Los Angeles Unified School District, Calif.
22 May 1985
73p.; For related documents, see UD 025 101-102.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB87

Following up on the work of a task force that studied the dropout problem in the Los Angeles Unified School District and developed recommendations for addressing that problem, this report describes current dropout prevention efforts and proposals for expansion and presents recommendations for new approaches. Six major categories of programs are discussed: (1) elementary and secondary instructional intervention strategies; (2) educational options and intervention programs (including counseling, tutoring and vocational guidance; (3) programs that focus on improving attendance; (4) State legislation aimed at reducing California's dropout problem; (5) a community awareness program in the Los Angeles Unified School District; and (6) business and community support. A senior high school pilot program is also briefly described, and a summary chart of representative programs and their funding implications is provided. Extensive appendices include: "Effective Schools Program," a concept paper; a description of model cooperative programs designed to expand educational options for high school students; a memorandum regarding responsibilities of secondary schools for implementing and operating a tutorial program; an outline of the Operation Stay-in-School Program; and a memo regarding proposed legislation (1985) for high risk youth. (GC)

Descriptors: Attendance; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; High Schools; *Intervention; *Program Implementation; State Legislation; Tutorial Programs
Identifiers: *Los Angeles Unified School District CA

ED274728 UD025102
A Study of Student Dropout in the Los Angeles Unified School District.
Los Angeles Unified School District, Calif.
4 Feb 1985
50p.; For related documents, see UD 025 101-103.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB87

This report presents results of an extensive study undertaken to determine the factors contributing to the high dropout rate in the Los Angeles Unified School District, to review options offered to students, and to make recommendations for addressing the dropout problem. First, a list of the 27 people who formed the study committee is provided. A brief background section then outlines the extent of the dropout problem in Los Angeles and in California: an attrition rate of 23 to 42 percent is estimated for the city's high schools. Next, methods employed by the current study, which drew from attrition data collected during the six-year

(cont. next page)

period 1979-1984 from 50 senior high schools and from students, staff, parents and administrators, are outlined. The body of the report is divided into seven sections covering the following information: (1) definitions of the terms "dropout" and "early school leavers"; (2) reasons for dropping out; (3) characteristics of potential dropouts, as described in the literature; (4) descriptions of approximately a dozen current efforts in the Los Angeles school district directed toward the dropout problem; (5) specific findings of the dropout study (highlighting such issues as ethnic, gender and geographic differences in dropout rates); (6) recommendations regarding data collection needs as well as programatic changes that would help remedy the dropout problem in the district; and (7) budgets for implementing the recommended programs. Finally, tables ranking the districts' schoools by attrition rate are attached to the report, as is a bibliography. (GC)

Descriptors: Dropout Characteristics; •Dropout Prevention; •Dropout Programs; •Dropouts; •High Schools; School Holding Power; Surveys

Identifiers: •Los Angeles Unified School District CA

ED274727 UD025101

Los Angeles Unified School District Dropout Prevention and Recovery (DPR) Program.

Los Angeles Unified School District, Calif.

Apr 1986

29p.; For related documents, see UD 025 102-103.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEFEB87

This report discusses the situation--a 43 percent attrition rate in public schools--leading to the formation of the Dropout Prevention and Recovery (DPR) program, implemented in the Los Angeles Unified School District in January 1985, and describes activities undertaken as part of the pilot program. The main body of the report, presented in question and answer form, addresses the following issues: needs assessment and identification of target audience; extent of the dropout problem; resources available to implement a dropout program; program objectives; demographic characteristics of the community being served; program elements; financial and programatic collaboration and administrative and outreach strategies; evaluation strategies; and plans for the program's institutionalization. The remainder of the report consists of a series of attachments, the first of which describes in greater detail the 1985-86 program, which represents the beginning of a long-term effort involving schools, community agencies, business and industry. The program's design, targeted schools, and the data collection system are discussed here. Attachment 3 outlines selection criteria of the 24 elementary, junior high and high schools in which the program was piloted, briefly describes staffing, funding, public/private collaboration and evaluation, and provides a description of the program at the Bethone Junior High School. The other two attachments consist of a list of pilot schools and their financial allocations and a profile of the Achievement Council, a statewide public interest organization aimed at increasing academic achievement among minority and low income students in California schools and colleges. (GC)

Descriptors: Cooperative Programs; Demonstration Programs; •Dropout Prevention; •Dropout Programs; •Dropouts; Elementary Secondary Education; Program Implementation; School Business Relationship; •School Community Relationship; School Holding Power

Identifiers: •Los Angeles Unified School District CA

ED274446 PS016070

Towards Universalization of Primary Education in Asia and the Pacific: Regional Overview.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

1985

17p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.

Available from: UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: Thailand

Journal Announcement: RIEFEB87

Government: International

Noting that more than 60 million eligible school-aged Asian children are not enrolled in elementary school, this overview of educational provision in the Asian and Pacific region briefly discusses 10 topics. These are (1) the number of children not being educated in the region; (2) universalization of primary education; (3) three dimensions of universal primary education; (4) target populations, such as girls, tribes, and other disadvantaged groups, special language groups, and handicapped children; (5) retention in school; (6) school achievement; (7) curriculum renewal; (8) new approaches to teacher preparation; (9) new structures for planning and management; and (10) forms of education designed to complement the conventional elementary school. (RH)

Descriptors: •Dropouts; •Educational Change; Educational Innovation; •Elementary Education; •Equal Education; Foreign Countries; •School Administration; •Teacher Education

Identifiers: •Asia; Pacific Region

ED274093 EA018857

A Blueprint for Success. Operation Rescue.

National Foundation for the Improvement of Education, Washington, D.C.

1986

(cont. next page)

82p.; Alternate cover title: Principles for Dropout Prevention.

Available from: Publication Sales, "A Blueprint for Success," National Foundation for the Improvement of Education, P.O. Box 509, West Haven, CT 06516 (Stock No. A701-00337; $3.50 plus $.75 handling; quantity discounts).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: POSITION PAPER (120); EVALUATIVE REPORT (142)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB87

Target Audience: Practitioners; Parents; Community

A set of principles that focus on issues concerning implementation of a successful dropout prevention program is presented by a consortium of national educational organizations. The key elements of this "blueprint" consider local adaptations and effective results among various programs. The booklet discusses seven principles for dropout prevention, applies the blueprint for building a program, gives a scenario of a restructured school, presents letters from national organizations collaborating for dropout prevention, and lists local school collaborators and programs for information exchange. The seven principles for dropout prevention are the following: (1) "Believing the impossible possible" refers to the need for a clear vision about goals; (2) "Restoring a human-centered base" suggests that close and workable relationships be formed with students, parents, and community; (3) "Interactive intersections" refers to collaborative mechanisms, planning, and provision of collaborative services; (4) "The only axis" means that education should be student-centered, including personalized programs and instruction; (5) "Local traffic only" recommends that decision making should occur closest to the action--at the school building level; (6) "Empowering all to help" suggests that training should be implemented for both school and community; and (7) "Mine and ours" demonstrates that empowerment of collaborators and students results from a sense of ownership of their dropout prevention program. (CJH)

Descriptors: *Cooperative Planning; *Cooperative Programs; *Dropout Prevention; *Dropout Programs; Dropouts; Elementary Secondary Education; Participative Decision Making; *Program Implementation; School Community Relationship; Student Development; *Student Improvement

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ED274071 EA018832

The Association of Dropout Rates with Student Attributes.

Schulz, E. Matthew; And Others

Apr 1986

17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEFEB87

Over 75 percent of the students enrolling as freshmen in Chicago's public high schools during 1978, 1979, and 1980 made up the sample for a study of the student characteristics that affected dropout rates. The characteristics assessed were reading achievement (as indicated by eighth-grade standardized test scores), age at enrollment in high school, sex, and race, as well as interactions among these variables. Loglinear and multiple regression analyses were used. Reading achievement, high school entry age, and their interactions accounted for 80 percent of the variation in dropout rates. The other 20 percent of the variation was accounted for by race and gender. High dropout rates among Hispanics and Blacks can be attributed to low reading achievement and the effects of being overage. When reading achievement and age are controlled for, Whites appear as likely to drop out as Blacks or Hispanics. Retention of students in primary grades appears to increase the dropout rate: the rate for overage students is 13 percentage points higher than that for normal-age students with identical reading scores. Dropout prevention policies should focus on raising reading scores and keeping students' ages at entry down. Studies to identify additional alterable variables should also be conducted. (PGD)

Descriptors: Age Grade Placement; *Dropout Rate; Grade Repetition; Predictor Variables; Reading Achievement; Secondary Education; *Student Characteristics

Identifiers: Chicago Public Schools IL

ED273738 UD025142

Cleveland Public Schools Dropout Programs Annual Report, 1984-85.

Cleveland Public Schools, Ohio.

Jul 1986

11p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEJAN87

This paper provides information on dropouts and dropout prevention in Cleveland public schools. It is divided into five sections, which provide, respectively: (1) brief descriptions of nine prevention programs; (2) an operational definition of dropouts; (3) 1984-85 dropout data (by cohort survival in Grades 9, 10, 11, and 12, at the city level with a district summary; (4) program evaluation abstracts of the Upward Reach project and the Internal Suspension Room Project); and (5) names and addresses of two contact persons. (KH)

Descriptors: *Dropout Prevention; *Dropout Programs; *Dropout Rate; High Schools; Urban Education

Identifiers: *Cleveland Public Schools OH; Ohio (Cleveland)

DIALOG File 1: ERIC - 66-87/FEB

ED273737 UD025136

Newark's Dropouts: Who Are They?

Azumi, Jann; Gourgey, Annette
Newark Board of Education, N.J.
Apr 1985
26p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJAN87

This paper provides information about Newark (New Jersey) high school students who have officially dropped out of school. The report is divided into four sections. The first section is an overview of the dropout rate of two cohorts of students: freshmen in 1979-80, and freshmen in 1980-81. The second section includes 1984-85 data, based on monthly reports submitted by high school guidance departments, on dropouts' age, sex, ethnicity, reason for leaving school, and current status. The third section analyzes patterns and reasons for dropping out in a small sample of 1984-85 dropouts. It draws on findings from an in-depth study of the dropouts' cumulative records and focuses on achievement, absenteeism, retention, and teachers' comments. Finally, the fourth section presents 1984 comprehensive tests of basic skills (CTBS) scores of those students scoring in the bottom quartile, the population considered most likely to drop out. In summary, it is said that dropouts usually show problems at a relatively early age. Thus, intervention efforts--such as remedial assistance--should be offered early, before students find it too difficult to catch up. An appendix describes four model dropout intervention programs. (KH)

Descriptors: *Academic Achievement; *Dropout Characteristics ; Dropout Prevention; *Dropout Rate; *Dropouts; Educational Environment; High Schools; Potential Dropouts; *School Holding Power; Urban Education

Identifiers: *Newark School System NJ; New Jersey (Newark)

ED273720 UD025091

A Study of the Identification, Monitoring and Tracking of Potential High School Student Dropouts for the New York City Board of Education. Executive Summary. Final Report.

Dec 1985
152p.; Document contains some light type; best available copy.
Sponsoring Agency: New York Alliance for the Public Schools, New York, NY.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN87

This study evaluates the process and procedures of the New York City Board of Education in the definition, identification, tracking, and monitoring of student dropouts in selected New York City high schools. The full report is organized in three parts. Part One provides a summary of data obtained (through observations and interviews) from visits to 11 comprehensive high schools in the five boroughs. Part Two examines comparative studies of schools with high and low dropout rates in three boroughs. Part Three compares dropout definitions and the procedures for monitoring dropout rates in New York City and five other large metropolitan school districts. An addendum summarizes the findings of a comprehensive survey of all of the public high schools in the New York City system. Recommendations are grouped into the following categories: (1) attendance procedures; (2) admissions and discharges; (3) absences, truancy and suspensions; (4) automated or manual student accounting system; (5) identification of at-risk students; (6) comparisons across six city school districts; (7) general. Recommendations include: (1) implementing a uniform computerized attendance system; (2) improving communication between high schools and the Office of Student Information Services to minimize errors in students enrollment, absence, and dropout data; (3) providing extra support to schools with high dropout rates; and (4) standardizing the method of identifying dropouts. (ETS)

Descriptors: *Attendance Records; Automation; *Dropouts; Enrollment; High Schools; *High School Students; Nontraditional Education; Public Schools; *Recordkeeping; School Administration; Student Records; Truancy

Identifiers: New York (New York)

ED273712 UD025081

Reducing the High School Dropout Rate in California: Why We Should and How We May.

Stern, David; And Others
California Univ., Berkeley. Inst. of Governmental Studies.
1986
119p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN87

This report on the high proportion (25 percent) of California high school students who drop out is divided into five major sections. The first discusses the historical shifts in reform efforts to address, alternately, "relevance" and "excellence." It finds that high school students are now more bored and apathetic than committed to excellence, but they stay in school for instrumental reasons: to get better jobs, to get into college, etc. The second section focuses on students' reasons for withdrawing from school, common characteristics of dropouts, and the consequences of dropping out. School attitude is the major reason cited for leaving school, and students most likely to drop out are: Hispanic and

(cont. next page)

black, from families with low socioeconomic status or where the father is absent, and often from families who have frequently moved from one school to another. High school dropouts are far less likely than graduates to attend postsecondary school or to be employed. The third section describes several programs offered by California school districts which have some expectation of influencing the decisions of youth to stay in school. These include continuation high schools, work experience programs, and independent study programs. The fourth section analyzes survey data to assess the effects of retention programs in students' decisions. The final section summarizes conclusions and offers recommendations which emphasize giving students a choice of commitments that demand active involvement and effort. A five-page reference list concludes the document. (KH)

Descriptors: •Dropout Characteristics; •Dropout Prevention; •Dropout Programs; Dropout Rate; Employment Opportunities; High Schools; Program Effectiveness; •School Holding Power; Student Attitudes; •Student School Relationship

Identifiers: California

ED273710 UD025079

We Have a Choice: Students at Risk of Leaving Chicago Public Schools. A Report to the Chicago Board of Education and the Illinois Attorney General.

Kyle, Charles L.; And Others

De Paul Univ., Chicago, IL. Center for Research on Hispanics.

Mar 1986

154p.

Sponsoring Agency: Chicago Board of Education, Ill.; Illinois State Office of the Attorney General, Springfield.

Available from: Chicago Area Studies Center, De Paul University, 2323 N. Seminary Ave., Chicago, IL 60614 ($15.00).

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEJAN87

This report presents findings from a study of dropouts and students at risk in Chicago public schools. It is divided into five major chapters. Chapter 1 describes the study's grouping of Chicago high schools into four "types": selective academic; selective vocational; non-selective integrated; and non-selective segregated. A racial-ethnic breakdown of enrollment in each of the four types of schools is given for the freshman classes of 1978, 1979, and 1980. Chapter 2 presents dropout statistics for those classes, broken down by type of school and a variety of different characteristics, including race/ethnicity; gender; race/gender; age; performance on minimum competency tests; reading and mathematics achievement in Grade 6 and as entering freshmen; and grade level at time of dropping out. Chapter 3 provides results of a survey of all public high school principals which contained twenty questions ranging from asking principals to identify the major forces that contribute to student dropping out to seeking their advice about how to solve the dropout problem. Chapter 4 examines Chicago's dropout rate and economic future in comparison with other major cities. Finally, Chapter 5 presents an annotated bibliography of dropout-related research. An appendix presents responses from the high school principal survey. (KH)

Descriptors: Academic Achievement; •Dropout Characteristics; •Dropout Prevention; •Dropout Rate; •Economic Factors; Educational Environment; Ethnicity; Family Characteristics; •High Schools; Race; Urban Education

Identifiers: •Chicago Public Schools IL

ED273709 UD025078

Private Alternative School Programs in the Portland Public Schools. 1985-86 Evaluation Report.

Yagi, Kan

Portland Public Schools, OR. Research and Evaluation Dept.

Mar 1986

42p.; For the 1984-85 report, see UD 025 077; for the 1982-83 report, see ED 236 801.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEJAN87

This report evaluates four off-campus private alternative schools in Portland, Oregon, serving students mainly of high school age and supported by the Portland Public Schools. The students are largely dropouts or on the verge of dropping out; many are referred from other schools and law enforcement agencies. Since 1966, the Albina Youth Opportunity School (AYOS) has continued to serve almost as many students as it has in the past. AYOS seeks to modify behavior so as to enable students to return to regular schools or obtain other satisfactory placement. The Lents Education Center (LEC), begun in 1974, has raised its expectations of student responsibility and increased efforts to impact non-academic problems affecting student success in school. A lack of resources, however, limits LEC's ability to respond more effectively to non-school related problems. Open Meadow Learning Center (OMLC), established in 1971, has evolved into a more experiential rather than highly academic learning center. It appears to be successful in extending the education of nearly all who enroll there. The Portland Opportunities Industralization Center (POIC) has been serving a population of adults, predominantly in their early twenties, since 1968. It began serving younger, high school age students as well in January 1983. Enrollment appears to remain fairly high and achievement data tend to show fairly good success. (EIS)

Descriptors: Adult Students; Attendance Patterns; Dropout Prevention; •Dropouts; High Schools; High School Students; •Nontraditional Education; Private Schools; •School Holding Power; Student Needs; Student Placement; Teaching Methods

(cont. next page)

Identifiers: Portland School District OR

ED273708 UD025077

Private Alternative School Programs in the Portland Public Schools. 1984-85 Evaluation Report.

Yagi, Kan

Portland Public Schools, OR. Research and Evaluation Dept.

Mar 1985

53p.; For the 1985-86 report, see UD 025 078; for the 1982-83 report, see ED 236 801.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEJAN87

This report evaluates four off-campus private alternative schools in Portland, Oregon, serving students mainly of high school age and supported by the Portland Public Schools. The students are largely dropouts or on the verge of dropping out; many are referred from other schools and law enforcement agencies. Since 1966, the Albina Youth Opportunity School (AYOS) basic educational program has remained relatively unchanged. Nearly all instruction is individualized--much of it is remedial. AYOS continues to serve potential dropouts and students who have been expelled or suspended. The Lents Education Center (LEC), begun in 1974, has raised its expectations of student responsibility and increased efforts to impact non-academic problems affecting student success in school. A lack of resources (including staff), however, limits LEC's ability to respond more effectively to non-school related problems. Open Meadow Learning Center (OMLC), established in 1971, has evolved into a more experiential rather than highly academic learning center. It appears to be successful in extending the education of nearly all who enroll there. The Portland Opportunities Industrialization Center (POIC) has been serving a population of adults, predominantly in their early twenties, since 1968. It began serving younger, high school age students as well in January 1983. The Center appears to be having good success with students in obtaining General Educational Development certificates and re-entering high school. (ETS)

Descriptors: Adult Students; Attendance Patterns; Dropout Prevention; •Dropouts; High Schools; High School Students; •Nontraditional Education; Private Schools; •School Holding Power; Student Needs; Student Placement; Teaching Methods

Identifiers: Portland School District OR

ED273678 TM860534

Ninth Grade Course Enrollment and Dropping Out.

Doss, David A.

Austin Independent School District, Tex. Office of Research and Evaluation.

Apr 1986

11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Report No.: AISD-ORE-85-48

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJAN87

Target Audience: Researchers

An informal study was conducted of the courses selected by ninth grade students who later dropped out of high school. Longitudinal data were available for high school students in the Austin (Texas) Independent School District, from 1978-79 to 1982-83. The courses selected by high-risk students in ninth grade, including extracurricular activities such as band and sports, were examined for a relationship to dropping out. Discriminant analysis was used, classifying students according to grade point average, sex, ethnicity, and involvement in serious disciplinary incidents. Those with the greatest risk of dropping out were identified. Courses were divided into three categories: above average, average, or below average in holding power. Classes with above average holding power included Spanish, introductory algebra, world history, dance, photography, biology, drawing and painting, and varsity sports. Courses with below average holding power included drama, Spanish for native speakers, fundamentals of mathematics, field sports, and electronics. It was noted that high risk students enrolling for band remained at higher risk than those who participated in varsity sports. Due to the informal nature of this study, it is suggested that conclusions should be drawn cautiously. (GDC)

Descriptors: Athletics; •Discriminant Analysis; •Dropout Characteristics; Dropouts; •Extracurricular Activities; Grade 9; •High Risk Students; High Schools; Longitudinal Studies; Potential Dropouts; Predictor Variables; School Holding Power

Identifiers: Austin Independent School District TX; •Course Selection (Students)

ED273633 SP028050

An Investigative Analysis of High Dropout Rates in Louisiana Schools.

Duhon, Rose M.; Mouton, Alfread

McNeese State Coll., Lake Charles, La.

[1985

23p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Louisiana

Journal Announcement: RIEJAN87

This research project was conducted by McNeese State University College of Education in the fall of 1985 to analyze the problem of high school dropouts in Louisiana. Supervisors of the 64 school parishes in the state's educational system received a questionnaire and were asked to make copies and randomly select at least ten high school dropout students in

(cont. next page)

their respective parishes to complete the survey. Fifty-three parishes participated, with a return of 261 questionnaires. The results of the study indicate an overwhelming need for teachers to develop an improved level of sensitivity toward students' emotional needs as well as academic needs. There is a need for the educational system to prepare future teachers with strategies to deal effectively with the dropout problem by providing information on the characteristics of high risk students. A copy of the questionnaire is appended and an item-by-item analyses of responses is presented. (JD)

Descriptors: *Dropout Characteristics; Dropout Prevention; *High Risk Students; High Schools; *High School Students; Psychological Needs; Student Motivation; Teacher Education

Identifiers: *Louisiana

ED273570 SP026407

Raising Standards and Reducing Dropout Rates: Implications of Research for Recent Secondary School Reform Proposals.

Hamilton, Stephen F.

American Educational Research Association, Washington, D.C.

Nov 1984

32p.; Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. For related documents, see ED 257 032, SP 026 402-404, and SP 026 406-411.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-84-0004

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; New York

Journal Announcement: RIEJAN87

Changes that might reduce dropout rates as high school graduation standards are raised are discussed. A review of research on successful dropout prevention programs reveals four common characteristics: (1) they separate potential dropouts from other students; (2) they have strong vocational components; (3) they utilize out-of-class learning; and (4) they are intensive in the sense of providing small group or individualized instruction, having low student/teacher ratios, and offering more counseling than ordinary schools. A brief examination of West German secondary schools, which emphasize the "dual system" of apprenticeship combined with part-time vocational schooling, helps identify and elaborate upon issues related to the first three characteristics. While differentiation among students may be a troubling practice because it can harm the achievements and self-evaluations of students identified as slower than average, the probable consequences of assignment to a lower group can be favorable. The practical, real life quality of vocational education is more comfortable and effective for marginal students than abstract academic education. Vocational education or manual training can serve as a vehicle for teaching academic and general skills rather than specific competence for employment. The assumption found in recent secondary education reform proposals that the classroom is always the best environment for learning is not supported by research. Marginal students who have not been successful in classrooms need planned opportunities to learn in other settings. (JD)

Descriptors: Academic Ability; *Academic Standards; *Dropout Prevention; *Dropout Programs; *High Risk Students; Individualized Instruction; *Nontraditional Education; Secondary Education; Vocational Education

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ED273566 SP026402

Items for an Agenda. Educational Research and the Reports on Excellence.

Kaplan, George R.

American Educational Research Association, Washington, D.C.

Apr 1985

34p.; For commissioned papers summarized by this document, see ED 257 032, SP 026 403-404, and SP 026 406-411.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-84-0004

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN87

Target Audience: Policymakers

The critical issue discussed in this document is the extent to which changes now occurring in the field of education--in state laws, administrative actions, and educational practice--are informed by valid research and experiences. Questions are raised about the adequacy of the informational base of the main reports on excellence and reform, and the role of research in assisting policymakers and educators as they carry out legislative mandates to improve the schools. To examine these issues, papers were commissioned from authorities in three fields: (1) improving teacher incentives and the quality of teaching; (2) the case of dropouts as a possible mismatch between excellence and equity; and (3) teaching and learning higher-order thinking skills in the schools. This report summarizes the nine authors' assessments of the applicability of research in their specialities to the reports on reform and relevant actions around the country. In varying degrees this paper demonstrates that the links between research, policy, and action in the reform movement have been less than ideal. (JD)

Descriptors: *Dropout Prevention; Educational Change; Educational Legislation; Educational Policy; Elementary Secondary Education; Equal Education; *Intellectual Development; Potential Dropouts; *Teacher Effectiveness; *Teaching (Occupation)

Identifiers: *Excellence in Education

DIALOG File 1: ERIC - 66-87/FEB

ED273045 EA018782
Increasing Student Attendance. NSSC Resource Paper.
National School Safety Center, Sacramento, CA.
Feb 1986
26p.
Sponsoring Agency: Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
Grant No.: 85-MU-CX-0003
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN87
Target Audience: Practitioners; Administrators; Teachers

Strategies for preventing or responding to truancy and dropping out of school are offered in this resource paper. The document's first few pages draw on statistics from around the United States to illustrate the magnitude of the problem in terms of both its scope and its consequences. The paper then turns to its major focus, strategies to increase attendance. Addressing first the problem of truancy, actions to prevent the development of truant behavior are suggested. Strategies for intervening to prevent truancy from becoming habitual are presented next, and then methods for coping with chronic truancy are offered. Four currently operating programs for responding to truancy are described and contact persons named. The paper next considers strategies related to dropping out, beginning with strategies for prevention. Intervention strategies are presented next, followed by methods for dealing with chronic or permanent dropouts. Four dropout programs are described and addresses for further information provided. The strategies suggested involve the schools, the community, and legal and judicial authorities. The activities include organizing a truancy prevention committee, having a clearly stated truancy policy, improving communication, providing student counseling, offering special training for teachers and staff, setting up alternative educational programs, and cooperating with juvenile authorities. Useful publications and helpful organizations are listed and reprints of recent articles about the truancy problem are provided. (PGD)

Descriptors: Attendance; *Change Strategies; *Dropout Prevention; *Dropout Programs; Intervention; School Holding Power; Secondary Education; *Truancy

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ED273043 EA018780
Lower the Risk for "At Risk" Students.
Greene, Brenda Z.
National School Boards Association, Alexandria, VA. Educational Policies Service.
Updating School Board Policies, v17 n8 p1-3 Sep 1986 Sep 1986
5p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141); SERIAL (022)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEJAN87

Nine distinct programs aimed at reducing the dropout rate and bringing "at-risk" students back into the educational mainstream are described in this publication. The document first notes the social and economic costs to the nation of students dropping out before completing high school. The report then describes changes in Wisconsin's attendance law; an early intervention program initiated by the Norfolk (Virginia) Public Schools; the "Adopt-a-Student" program in Lcs Angeles Unified School District's Fremont High School; projects run by the Summer Training and Education Program (STEP) in Boston, Seattle, Portland (Oregon), San Diego, Fresno, and New York; an alternative high school program run by Newark (Ohio) High School; dropout recovery programs operating in Los Angeles and Duval County, Florida; and federal efforts through the Dropout Prevention and Reentry Act of 1986 and the Job Training Partnership Act. Successful programs appear to have low student-adult ratios, are offered at sites away from regular programs, provide vocational training, combine school with work, and provide such services as counseling, day care, and medical care. Questions that school boards can ask when assessing their own district's dropout policies are provided. (PGD)

Descriptors: *Dropout Prevention; *Dropout Programs; Dropouts; *High Risk Students; High Schools; Program Descriptions; School Districts

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ED272636 UD025046
Hispanic School Dropouts and Hispanic Student Performance on the MEAP Tests. Closing the Gap.
Michigan State Board of Education, Lansing.
Jan 1986
149p.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEDEC86
Government: State

This report presents the findings and recommendations of an in-depth study of the Hispanic youth and the dropout syndrome in Michigan. Following an executive summary, the report is divided into three major sections. The first section describes the procedures, instruments, resources, findings, and conclusions of a statewide survey of Hispanic school dropouts, graduates, and parents which occurred in the 1981-82 school year. The second section describes procedures and findings of an analysis of Hispanic performance on Michigan Educational Assessment Program (MEAP) tests. The third section synthesizes the conclusions of the first two sections, combines them with the principal findings extracted from a review of over 100 related research studies, and recommends a series of preventive strategies. Major findings of the study are that

(cont. next page)

students may be led to drop out by a combination of factors involving school environment, home-school relations, and student attitudes. Statewide, a majority of Hispanic students achieved minimum acceptable levels of performance on the MEAP. Appended are a list of participating schools, questionnaires, and procedures. The student questionnaire, parent questionnaire and cover letters from the Michigan State Department of Education are provided in Spanish as well as English. (KH)

Descriptors: •Academic Achievement; •Achievement Tests; Cooperative Education; •Dropout Characteristics; •Dropout Prevention; High Schools; •Hispanic Americans; Limited English Speaking; •Student School Relationship

Identifiers: •Michigan

* ED272343 RC015856

High School Dropout in Appalachia: Problems and Palliatives.

Cox, J. Lamarr; Spivey, Rita

Research Triangle Inst., Research Triangle Park, N.C.

Apr 1986

22p.; For original study, see ED 264 992. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIEDEC86

Target Audience: Researchers

This report describes methodology and results of a study to determine the nature and extent of the high school dropout problem in the Appalachian region and to explore characteristics of existing programs dealing with dropout problems in the region. Data aggregation complicated by lack of standardization in reporting numbers of dropouts and dropout rates prompted the alternate approach of computing a "leavers" rate--the difference between number of pupils enrolled at the beginning of grade 7 in 1977-78 and the numbers completing grade 12 in 1983-84. Dropout rates for 39% of Appalachian counties were found to be more than 1.5 times the national average. Low economic status was found for 60% of dropouts; poor academic achievement was the main reason for dropping out. No significant differences were found between rural and urban dropouts. Public school programs for dropout problems were found in 241 school districts and 11 Local Development Districts. Program descriptions identified seven types of remediation: counseling, alternative, attitudinal, work-related programs, tutorials, parental involvement, and attendance incentives. Detailed descriptions are provided of nine dropout prevention projects and five technical assistance programs funded by the Appalachian Regional Commission. A table compares dropout rates by state as computed by various methods. (LFL)

Descriptors: Counseling Services; Dropout Characteristics; Dropout Prevention; •Dropout Programs; •Dropout Rate; •Dropouts; High Schools; •High School Students; Parent Participation; •Program Descriptions; Regional Programs; •Rural Areas; Rural Education; School Business Relationship; School Community Programs; Statistical Analysis; Technical Assistance

Identifiers: •Appalachia; Appalachian Regional Commission DC

*ED272342 RC015855

A Harvest of Equity.

Gayeff, Yvonne M.

28 Mar 1986

11p.; Paper presented at the Business, Industry, Counseling and Education Conference (Miami, FL, March 28, 1986)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEDEC86

Educational equality for migrant youth has not been realized in American society. By grade 10, 80-90% of migrant youth drop out of school. When migrants drop out, they are academically 1 to 2 years behind other students their age. They have limited English skills, poor self-concepts, few job skills, and no career plans. The National Association of State Directors of Migrant Education made dropout prevention and retrieval top priorities in the late 1970s and developed the Migrant Dropout Youth Program (MDYP) with the goal of increasing the number of migrant youth who resume school or vocational education and/or pursue education beyond the secondary level. MDYP services include counseling, career education, a newsletter, and a toll-free telephone number. Once migrant youth have made career decisions, they are linked with the most appropriate educational or training program. Even with the expanding efforts of the MDYP, the needs of migrant youth remain largely unmet. Educational and vocational training opportunities must be developed for them to provide the assistance they need to set and achieve career goals to become fully functioning contributors to society. (JHZ)

Descriptors: Access to Education; •Career Guidance; Disadvantaged; •Dropout Prevention; •Dropout Programs; •Educational Opportunities; Equal Education; Futures (of Society); •Migrant Education; Migrant Programs; •Migrant Youth ; Outreach Programs; Postsecondary Education; Program Descriptions; Secondary Education; Vocational Education

Identifiers: •Migrant Dropout Youth Program

ED271968 FL015828

Assessment of Readiness for Primary French Immersion. Grades Four and Five Follow-Up Assessment.

Trites, Ronald L.; Moretti, Patricia

Ontario Dept. of Education, Toronto.

1986

190p.; For grade one follow-up assessment, see ED 218 980.

Report No.: ISBN-0-7729-1213-0

(cont. next page)

Available from: Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: Canada; Ontario
Journal Announcement: RIEDEC86
Government: Foreign

This study reports the follow-up assessments of fourth- and fifth-grade students who had participated in a French immersion program beginning in kindergarten, and of students in the same grades who had not participated in immersion programs. The study was designed to assess the predictive validity of the early identification battery used for four-year-olds and the follow-up kindergarten battery for five-year-olds, and to compare characteristics of the children who had dropped out of the immersion program with those of children who had remained in it as high or low achievers. Of the original 200 four-year-old kindergarten students participating in the study, 138 remained in 1982 and 119 in 1983, most of whom were in the French immersion program in grades four and five. Others were in one grade higher or lower, some in the English or intensive French program by transfer or from the outset, and some in the bilingual program by transfer or from the outset. Detailed information is presented in tabular form with narration on the children's enrollment and progress patterns, teachers' advice concerning enrollment in the programs, teacher ratings, academic difficulties and special help, problems reported by teachers and parents, parent attitudes, achievement levels, and the predictive validity of early assessment variables. A 9-page bibliography concludes the document. (MSE)

Descriptors: *Academic Achievement; Academic Persistence; *Dropout Characteristics; Dropout Research; Followup Studies; Foreign Countries; *French; Grade 4; Grade 5; *Immersion Programs; Intermediate Grades; Kindergarten Children; *Learning Readiness; Primary Education; Second Language Programs; *Student Characteristics
Identifiers: Ontario

ED271837 EA018614
On the Social Costs of Dropping Out of School.
Catterall, James S.
Stanford Univ., CA. Stanford Education Policy Inst.
Dec 1985
30p.
Report No.: SEPI-86-3
Available from: Publication Sales, Stanford Education Policy Institute, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC86
Target Audience: Researchers; Practitioners

This paper updates available evidence on the costs to society associated with noncompletion of school by substantial numbers of American youth. The only comparable treatment of this topic was published in 1972 by Henry M. Levin. The findings of this earlier study are recast to account for current earnings projections and price levels, and for current patterns of dropping out both nationally and in urban centers. The analysis includes women in the labor force. Several important qualifications regarding the cost perspectives chosen are discussed, and their possibilities for cost assessments are explored. A conclusion of this analysis is that a conservative appraisal of costs of dropping out yields estimates far in excess of the resources devoted to dropout prevention. A discussion of why this imbalance persists is presented, focusing on inadequate action by schools and communities and lack of consensus on the issue. Four tables and 14 endnotes are appended. (CJH)

Descriptors: Academic Ability; *Cost Effectiveness; *Dropout Research; Economic Opportunities; Educational Change; Employed Women; *Employment Projections; Expenditure per Student; *Futures (of Society); Human Resources; Labor Market; *Labor Utilization; Prediction; School Community Relationship; *School Holding Power; Secondary Education; Social Indicators

ED271677 CG019216
Extended School Day Program Guide.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.
May 1986
43p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEDEC86
Government: State
Target Audience: Administrators; Practitioners

This is a guide for the North Carolina Extended School Day Program, an alternative education program which provides youth with the opportunity to complete high school in an environment conducive to meeting their needs. The extended school day program is an extension of the regular public school and is an integral part of the comprehensive high school program, serving students who have dropped out and those who need additional credit while still attending regular day school. Late afternoon and evening classes are provided to accommodate the working student. The administration section of the guide discusses management of curriculum, budget, staff, support and service programs, and facilities. Program offerings, instructional strategies, assessment, and resources are discussed in the instructional program section. The section on support programs discusses outreach, in-school services, and

(cont. next page)

community services. The appendices, which comprise one-half of the document, include suggestions of effective practices currently in use by some of the state's local extended school day programs. (ABL)

Descriptors: •Dropout Programs; •Dropouts; •Evening Programs ; •Extended School Day; High Schools; High School Students; •Nontraditional Education

Identifiers: North Carolina

ED271660 CG019199

Promising Practices for High-Risk Youth in the Northwest Region: Initial Search.

Green, Karen Reed; Baker, Andrea

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

1 Jun 1986

52p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, D.C.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEDEC86

This is a progress report for a project attempting to gather and share information about effective dropout prevention strategies in action at the middle school and high school levels around the Northwest region of the United States. Introductory material reviews current views of the dropout problem, recent reports which address the issue of high-risk youth from a national perspective, and characteristics of high-risk youth. The bulk of this report focuses on identifying characteristics of effective practices for this population of potential dropouts. A literature review shows that there is no widely accepted set of evaluation criteria for judging the effectiveness of specific strategies. The paper discusses the work of Gary Wehlage and other researchers to reduce school attrition, state and city school districts' dropout prevention program characteristics, and regional efforts. Also described are the findings from a questionnaire sent to administrators to identify successful programs their schools have used with high-risk youth. The effective programs share the following common characteristics. (1) a qualified, caring staff; (2) a relevant, meaningful curriculum based on real-life experiences and goals; (3) individualized instruction with low student/teacher ratio; and (4) the support and commitment of administrators. This list of successful program characteristics will be refined and incorporated into a checklist of strategies and related outcomes that are common to programs serving at-risk youth. A bibliography and copy of the questionnaire are included. (ABL)

Descriptors: •Administrator Attitudes; Curriculum Design; •Dropout Prevention; Educational Methods; •High Risk Students; High Schools; Middle Schools; •Potential Dropouts; •Program Effectiveness; Secondary Education; Staff Role

Identifiers: •United States (Northwest)

ED271656 CG019195

School Dropouts: Everybody's Problem.

Institute for Educational Leadership, Washington, D.C.

1986

59p.

Sponsoring Agency: Carnegie Corp. of New York, N.Y.

Report No.: ISBN-0-937846-91-0

Available from Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036. ($5.00, postage and handling, $1.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: GENERAL REPORT (140)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEDEC86

Target Audience: Policymakers; Community

This document is the result of an Institute for Educational Leadership conference convened to brief Congressional staff on dropouts, dropout programs, and what information about dropouts merits consideration by policymakers. This report is intended to be a readable account of the dropout problem appropriate for the general public as well as for policymakers. An executive summary outlines the scope of the dropout problem and lists school-based initiatives that address the dropout problem. This report explores the issue of school dropouts and prevention, reviews the research, examines model programs, studies ways schools can develop links with job training programs, and considers other policy matters. Section 1 provides descriptive data about which students are likely to be at risk. Section 2 examines problems in collecting accurate data on dropouts. Section 3 considers the roles played by the student's in-school experience, family conditions, and work/economic factors in the student's decision to drop out. Section 4 discusses major demographic changes that may make the dropout issue a more significant problem in the future. Section 5 examines the connection between schooling and a dropout's decision to leave. Section 6 looks at successful programs in dropout prevention and dropout vocational guidance. Section 7 suggests policy ideas for federal, state, and local agencies, and for higher education. Lists of resource materials and conference speakers are appended. (NB)

Descriptors: Dropout Characteristics; •Dropout Prevention; Dropout Programs; Educational Environment; •Educational Policy ; •High Risk Students; •Potential Dropouts; •Program Effectiveness; •School Activities; Secondary Education

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* ED271529 UD024979

High School Attendance Improvement/Dropout Prevention Program 1984-1985. Final Report. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

1986

60p.

(cont. next page)

Available from: Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV86

The Attendance Improvement/Dropout Prevention (AI/DP) Program is an umbrella program serving high-risk students in New York City's public schools. This report focuses on the high school AI/DP program, serving mainly ninth and tenth grade students who met truancy and academic failure criteria. The three short-term program objectives were: (1) improved attendance over 1983-84 rates; (2) an increased number of courses passed; and (3) improved attitudes toward school. The quantitative outcomes reveal that overall, the attendance and achievement objectives were not met: attendance levels remained about the same, while achievement levels declined moderately. Students participating in Project SOAR, the only component of AI/DP which provided intensive academic remediation as well as supportive services, maintained their high attendance and substantially improved both their academic achievement and attitudes toward school. Among the factors significantly affecting the program's equivocal findings were the newness of the program; the diversity of goals and students; and the transition difficulties of ninth graders. Recommendations include: (1) more clearly defined, communicated, and monitored eligibility requirements; (2) clear and measurable objectives for each component; (3) possible expansion of components which offer an integrated program of instruction, remediation and supportive services; and (4) follow-up services to students who no longer receive program services. (ETS)

Descriptors: Academic Achievement; *Attendance Records; Career Counseling; *Dropouts; Extracurricular Activities; High Schools; *High School Students; Mentors; School Attitudes; Staff Development; *Truancy
Identifiers: New York (New York)

ED271522 UD024954
Morris High School, New Directions in Bilingualism, 1984-85 OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
1986
50p.; For 1982-83 OEA Evaluation Report, see ED 247 334.
Grant No.: G00-820-2847
Available from: Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV86

The New Directions in Bilingualism project completed the final year of a three-year basic program at Morris High School, the Bronx, in June 1985. Major goals were enhancing students' self images, developing native language skills, and improving English language proficiency to allow quicker mainstreaming. The program served 227 recently immigrated, low income, Hispanic, ninth through twelfth graders with limited English proficiency (LEP). Most were from rural areas of their countries of origin and their education in their native langauge tended to be limited. The program offered English as a second language (ESL), native language, and content-area instruction, and nontraditional courses, such as the New Environmental Workshop. Support services included the counseling and guidance department and staff development activities. Program objectives were assessed in English and native language proficiency, achievement in mathematics, science, and social studies, and attendance and dropout rates. Objectives were met for English and native language proficiency, attendance and dropout rates and passing rate for the New Environmental Workshop. Recommendations include: (1) continuation of work to increase parental involvement; (2) involvement of paraprofessionals in professional meetings and conferences; (3) dissemination of the student group workshop model to other bilingual programs; (4) dissemination of the New Environmental Workshop curriculum to other schools serving LEP students, and allowing students to contribute to the development of the workshop curriculum. (MCK)

Descriptors: *Academic Achievement; *Bilingual Education Programs; *Dropout Prevention; Economically Disadvantaged; English (Second Language); High Schools; High School Students; *Hispanic Americans; *Immigrants; *Multicultural Education; Native Language Instruction; Secondary School Curriculum
Identifiers: New York (Bronx)

ED271153 JC860362
Middle College: A Ten Year Study.
Lieberman, Janet
Feb 1986
25p.
EDRS Price - MF01/PC01 Plus Postage
Language: English
Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV86

A 10-year profile is provided of Middle College High School (MCHS), an alternative high school operating under the joint auspices of the New York City Board of Education and LaGuardia Community College. The first sections of the report look at the history and goals of MCHS, explaining that the school was created to reduce the dropout rate among high risk high school students, to improve students' self-concept, and to enhance college and career options by helping students reach their full potential. The next sections focus on MCHS's

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instructional programs, student characteristics, and the admissions process which admits students from junior high school or high school. Rates of retention and absenteeism of MCHS students are contrasted with those of students from other alternative schools and public high schools, and MCHS's career education component, which features trimester-long non-paying internships once a year, is described. Next, the report describes policies regarding college credit, outlines placement procedures and the positive features of the program, provides comparisons of the competency test scores of MCHS students and those of other alternative school and public school students, offers a profile of MCHS faculty, describes the financial base for the program, and lists articulation benefits. The final sections present research data on the progress of the Class of 1984 from its admission in 1981, 5-year statistics on graduation rates, percent of students accepted by postsecondary institutions and Regents Scholarships awarded, and student responses to a 1985 folow-up survey. (EJV)

Descriptors: College Attendance; *College School Cooperation ; Community Colleges; *Cooperative Education; *Dropout Prevention; Followup Studies; *High Risk Students; High Schools; Internship Programs; *Nontraditional Education; Program Descriptions; Student Characteristics; Two Year Colleges; *Urban Education

Identifiers: *City University of New York La Guardia Comm Coll; *Middle College High School NY

ED270680 CG019134

The Effect of Intervention Programs on the Drop-out Rate of Students at Lincoln High School in Stockton, California.

Magyar, Linda F.

5 May 1986

82p.; Requirements for Bachelor of Science degree, University of San Francisco.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); DISSERTATION (040)

Geographic Source: U.S.; California

Journal Announcement: RIENOV86

This document presents a study of the effectiveness of the Job Training Partnership Act program Project STAY, designed to impact the dropout problem in Stockton, California area high schools. A literature review discusses dropout characteristics, schools that dropouts leave, employment opportunities for the general population and for dropouts, personal consequences of dropping out, economic risk to California from dropouts, the cost of illiteracy, and the Job Training Partnership Act. The methodology of the study is explained. Results are discussed in terms of demographics, grade point average and attendance correlation, overage correlation, competencies mastery, age/career maturity correlation, job placement percentage, academic credit demographics, and a 1984-85 follow-up study. It is concluded that the program failed to effect long-term dropout prevention but was successful in teaching job readiness skills. The appendices include students' training tests, statistical results of the study, and program descriptions. (ABL)

Descriptors: *Dropout Prevention; *Dropout Programs; Dropout Research; High Schools; *High School Students; Intervention; *Job Training; *Program Effectiveness

Identifiers: *Job Trainng Partnership Act 1982

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*ED270661 CG019114

SB 813 and Tenth Grade Counseling: A Report on Implementation.

Swain, Carole L.

Policy Analysis for California Education, Berkeley, CA.

May 1985

21p.

Report No.: PACE-85-5-2A

Available from: Policy Analysis for California Education (PACE), 3659 Tolman Hall, School of Education, Berkeley, CA 94720 ($2.00/copy; 10% discount for 10 or more copies).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIENOV86

Students have needs for counseling assistance in the areas of understanding themselves, relating to others, getting through school, and planning for college or work. Guidance programs often react to student problems rather than prevent them. California Senate Bill 813 provided $20 per tenth grade student to assure that each student would receive a review of academic progress and counseling related to educational options in the hope that students would be better prepared for the next step after high school. Typically, each student and his or her parent had 30 minutes of counseling. Counseling priority was given to students at risk of dropping out. Students with college potential but who were not college bound were often identified and were in need of concerted guidance efforts. Although tenth grade is a valid check point to find out who will graduate and who will not, dropout-prone youth could be identified as early as sixth grade. Counseling measures need to be reinforced to maximize student potential. Schools did an admirable job of seeing the majority of students and available parents. Follow-up interviews of students may yield data supporting the effectiveness of the program. (Appendices include a statistical report on a survey of the results of the counseling services provided by SB 813 and the text of the bill itself.) (ABL)

Descriptors: *Counseling Services; *Dropout Prevention; Dropouts; *Grade 10; High Schools; High School Students; *School Counseling; School Counselors; School Guidance; *State Legislation; *Student Needs

Identifiers: California

DIALOG File 1: ERIC - 66-87/FEB

ED270551 UD024957
Seward Park High School Project CABES 1984-1985. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
1986
66p.; For 1983-84 OEA Report, see ED 269 543.
Grant No.: G00-830-2143
Available from: Office of Educational Assessment, New York City. Board of Education, 110 Livingston St., Brooklyn, NY 11201.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIEOCT86

Career Advancement through Bilingual Educational Skills (Project CABES) completed the second year of a 3-year funding cycle at Seward Park High School on Manhattan's Lower East Side. Project CABES serves 233 recently immigrated, predominantly low-income, ninth through twelfth grade, Hispanic students of limited English proficiency (LEP). Included in the career-oriented curriculum are courses in employability skills, typing and word processing, and bilingual career workshops. Content-area courses, taught in the students' native language (Spanish), and intensive English as a second language (ESL) courses comprise the other curriculum components. Support services included counseling, peer tutoring, referrals to outside agencies, cultural and extracurricular programs, staff development and parental involvement activities. Primary objectives are increased achievement in English and Spanish proficiency, mathematics, science, social studies, and career advancement subjects; improved attendance; and lower dropout rates. Quantitative analysis indicates objectives were fully met for ESL, Spanish reading, career advancement courses, attendance and dropout rates, but not for content-area courses. Secondary objectives were partially met for staff development and parental involvement. Recommendations ask the school administration to increase space allocation and project administrators to consider alternatives to the current simultaneous translation model of bilingual instruction. (MCK)

Descriptors: *Academic Achievement; *Bilingual Education Programs; *Career Education; *Dropout Prevention; Economically Disadvantaged; English (Second Language); High Schools; High School Students; Hispanic Americans; Native Language Instruction; *Secondary School Curriculum; *Vocational Education
Identifiers: New York (Manhattan)

ED270534 UD024934
Drugs and Dropouts. A Report of the Select Committee on Narcotics Abuse and Control, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.
1986
43p.
Report No.: SNAC-99-2-2
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT86
Government: Federal

This report summarizes findings and recommendations of hearings on the relationship between adolescent drug use and dropping out of school. Witnesses discussed the nature, dimensions and severity of the problem, State and local initiatives being taken to respond to the problem, and recommendations for Federal action to support and facilitate State and local efforts to deal with the problem. Following an executive summary and general introduction, the report is divided into five sections, which provide respectively: (1) a summary of statements made at the hearing; (2) an overview of relevant social science literature; (3) descriptions of State and local programming on drug abuse; (4) discussion of the Federal role; and (5) hearing recommendations. The major conclusion of the hearing was that a relationship does exist between drug abuse and dropping out, especially among minority students, but no causal relationship could be determined. Special education and dropout prevention efforts are needed, and it is recommended that such efforts should do more than simply provide information. They must also address other problems associated with drugs and dropping out, such as gangs and teenage pregnancy. Federal action is seen as essential, and national initiatives are needed in several areas: financial support for State and local prevention and education programs; programs directed toward youths with special needs; and programs that encourage communities to address drug problems. (KH)

Descriptors: *Dropout Prevention; Dropout Programs; *Dropouts; *Drug Abuse; Elementary Secondary Education; Federal Programs; *Federal State Relationship; Government Role ; Hearings; Minority Groups; *State Programs; Urban Youth
Identifiers: Congress 99th

ED270521 UD024918
A Working Document on the Dropout Problem in Boston Public Schools. May 1986.
Boston Public Schools, Mass.
May 1986
119p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEOCT86

This study concerns school dropouts in the Boston Public

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School system. It is divided into three sections which deal with: (1) a review of research studies on the causes of school dropout; (2) statistical analysis of the Boston situation by race and ethnic origin, gender, grade, and location; and (3) a review of prevention/intervention programs, such as social support programs, remedial education programs, alternative programs, and work study programs. A final section provides suggestions for additional readings. Reasons why students drop out were identified as follows: (1) poverty and lower socio-economic status; (2) school failure; (3) early pregnancy, lateness and truancy, delinquency, probation, and suspensions; and (4) alienation from school. The data is presented in the form of graphs and charts with analyses accompanying each exhibit. A bibliography is included. (CG)

Descriptors: *Dropout Prevention; Dropout Programs; *Dropouts; Early Parenthood; Elementary Secondary Education; Nontraditional Education; Poverty; Remedial Programs; Socioeconomic Status; *Urban Schools; Work Study Programs

Identifiers: *Massachusetts (Boston)

ED270282 RC015793

Indian High School Dropout: A Perspective.

Giles, Karen Noland

Wisconsin Univ., Milwaukee. Midwest National Origin Desegregation Assistance Center.

Oct 1985

33p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEOCT86

Target Audience: Practitioners

A research study of American Indian high school students and dropouts in the Milwaukee Public Schools explored cultural factors which affect Indian students' decisions to remain in or drop out of urban, middle-class American schools. Enculturation, i.e. acquisition of Indian culture, and its effect on acculturation, i.e. adopting traits of another culture, was investigated using Kluckhohn's theory of cultural value orientations variation. The origin and manifestation of values and attitudes of Indian students concerning school were explored. Intensive interviews focussed on general values/attitudes concerning peers, school curriculum, teachers, administration, and community; parental/familial influence; attitude toward dropping out; extent of enculturation; and social commitment to school and community. Students assimilated into American middle-class values regarding man and nature, time orientation, and relations with others were found to be more likely to finish high school than those enculturated into Native American values. Cultural perspectives of Native American students were examined as they related to classroom situations. Recommendations for educators of Native American students included employing counselors and teachers knowledgeable about Indian culture, community, and parents; incorporating Indian cultural values into the curriculum; and providing social/cultural outlets for students. References and recommended readings are appended. (LFL)

Descriptors: *Acculturation; *American Indian Culture; American Indian Education; *American Indians; Cultural Context; Cultural Differences; Cultural Influences; *Culture Conflict; *Dropout Research; Dropouts; High Schools; High School Students; Qualitative Research; *Student Attitudes; Student Characteristics; Values

Identifiers: Kluckholn Inventory; *Wisconsin (Milwaukee)

ED269572 CE044275

Effects of Schooling on Cognitive, Attitudinal, and Behavioral Outcomes. Technical Report.

Hotchkiss, Lawrence

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1984

166p.; A product of the School Effectiveness for Employability Project.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-83-0005-P-1

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEOCT86

This report attempts to answer criticisms that have been leveled against existing research on effective schooling. The research reported has three important features: (1) it is based on a major national survey--High School and Beyond (HSB)--with longitudinal information on each respondent; (2) measures are not restricted to verbal and quantitative test scores; and (3) dynamic modeling with differential equations is applied to guide the statistical analyses. Ten outcomes are examined by the study: verbal test, quantitative test, science test, civics test, educational expectation, occupational expectation, self-esteem, locus of control, work values, and deportment. Four relatively distinct studies are presented in this report. The first examines differences among the 1,000 schools in the HSB sample on the average level of all 10 outcomes. Having found in the first study that different schools do produce differing levels on the 10 outcomes, the second study investigates school characteristics that may account for those differences. It finds that sector (private/public), school desegregation, and teacher labor relations have little or no effect on the outcomes, while demographic composition, student context, and policy variables have an important effect on test scores, career expectations, and/or self-esteem. The third study compares the effects of dropping out of school on quantitative and verbal test scores. This study concludes that the last two years of high school are effective in bolstering verbal and quantitative skills of

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most students and that black youth suffer more from dropping out of school. The fourth study examines effects of curriculum track (academic versus nonacademic) on all 10 outcomes, and finds that effects of tracking on all outcomes except work values are strong, although less so when endogenous variables are controlled. Recommendations based on the studies are presented. (KC)

Descriptors: •Academic Achievement; Academic Aspiration; •Dropouts; Educational Improvement; •Educational Practices; High Schools; High School Students; •Institutional Characteristics; Models; Occupational Aspiration; •Outcomes of Education; Research Methodology; Research Utilization; School Effectiveness; Socioeconomic Background; •Student Characteristics; •Track System (Education); Values; Vocational Education

Identifiers: High School and Beyond (NCES)

ED269538 UD024894

Educational Triage and Dropout Rates.

Hess, G. Alfred, Jr.; Greer, James L.

Apr 1986

38p.; Paper based on a Study of Dropouts from The Chicago Public Schools, funded by the Lloyd A. Fry Foundation. Prepared for the American Educational Research Association (San Francisco, CA, April 1986).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Illinois

Journal Announcement: RIESEP86

This paper traces the inordinately high dropout rate in the Chicago public school system to a policy of educational triage in which the better prepared students are sent to more selective high schools while less prepared students are congregated into schools with a more than 50% dropout rate. Also examined are the effects of pre-high school grade retention. All newly enrolled ninth graders from the classes of 1982, 1983, 1984 were tracked by computer through a total of over 100,000 student records. These records were tracked longitudinally from the students' entrance to school to their leaving and students were placed in various leaving categories. Since the Chicago Public schools have used nearly 30 different "leave codes," the study included a reorganization of files to standardize leaving categories. It was found that the schools with the lowest dropout rates are never inner city, general purpose schools, while those with high rates have less challenging programs, few successful peer role models, and function as holding pens until students reach an age when they can legally drop out. The body of the report includes extensive charts showing dropout rates and rank order by school. (CG)

Descriptors: Dropout Rate; •Dropout Research; •Dropouts; •Equal Education; High Schools; Inner City; Racial Factors; •School Holding Power; •Urban Schools

Identifiers: •Illinois (Chicago)

ED269506 UD024842

The West Virginia Dropout Study 1984-85.

West Virginia State Dept. of Education, Charleston.

Feb 1986

49p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIESEP86

Government: State

This study of dropout statistics in West Virginia in school year 1984-85 presents the data in the form of graphs. Each graph is followed by a one sentence conclusion and a question or questions about the dropout problem. Topics and questions covered are as follows: (1) was the dropout involved in Educational Consolidation Improvement Act (ECIA) or non-ECIA programs; (2) was the student enrolled in a program in compliance with P.L. 94-142; (3) with whom is the dropout living; (4) the parents' work status; (5) the economic status of the dropout's residence; (6) the parent's education level; (7) the month the dropout left school; (8) the age of the dropout; (9) has the student dropped out and returned previously; (10) the grade level at exit; (11) what was the class size; (12) the dropout's ranking in class; (13) the dropout's scholastic ability; (14) the dropout's program of study; (15) whether the dropout failed any courses at last report; (16) number of years retained; (17) the attendance pattern; (18) the disciplinary record; (19) participation, if any, in extracurricular activities; (20) whose idea was it for the student to leave school; (21) what special efforts were made to retain student; (22) was there an exit interview; (23) were the parents contacted; (24) how did parents feel; (25) what reasons were given for leaving; (26) what reasons did the school give for the student's leaving; (27) what were the student's employment plans; and (28) does the student have future educational plans. Appendices include percentages of dropouts by county (1974-1985), some suggestions for preventive measures, and an annotated list of youth programs arranged by county. (CG)

Descriptors: •Dropout Prevention; Dropout Rate; •Dropout Research; •Dropouts; Educational Status Comparison; •Family Role; High Schools; •School Role

Identifiers: •West Virginia

ED269454 TM860304

A New Kind of Dropout: The Effect of Minimum Competency Testing on High School Graduation in Texas.

Archer, Edith L.; Dresden, Judith H.

20 Apr 1986

19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

(cont next page)

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIESEP86
Target Audience: Researchers

Students failing to master minimum competency tests are categorized as dropouts in this description of the results of and remediation efforts for the statewide Texas Educational Assessment of Minimum Skills (TEAMS) Testing Program. TEAMS assesses minimum competency in basic skills at grades 1, 3, 5, 7, 9 and 11-12 exit level. The first administration tested all eleventh graders (n=191,556) in October 1985. Based on mastery of 70 percent of curricula objectives the required mastery level was to correctly answer 36 of 72 math items and 45 of 72 English language items. While 88 percent and 91 percent of students mastered the math and English portions respectively, 22,485 individuals failed in mathematics and 16,921 failed in English. Among students at risk, 11,751 eligible eleventh graders did not take the October tests. Prevention programs generally focused on basic skills remediation. Tenth graders, identified by previous test scores, were given individual achievement profiles and encouraged to attend a six-week summer program. Community programs, media coverage and tutorial classes prepared students for the TEAMS. Districtwide efforts helped to keep a low failure rate. Future studies will identify remediation effects. (PN)

Descriptors: Academic Failure; Basic Skills; Criterion Referenced Tests; Dropout Prevention; Dropout Research; *Dropouts; Elementary Secondary Education; *Graduation Requirements; High School Graduates; Intervention; *Minimum Competency Testing; Minority Group Influences; Potential Dropouts; *Remedial Programs; Socioeconomic Influences; *State Programs; *Test Results; Withdrawal (Education)

Identifiers: *Texas Educational Assessment of Minimum Skills

ED268666 EA018408

Preventing Dropouts. The Best of ERIC on Educational Management, Number 83.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
May 1986
5p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No.: 400-86-0003
Available from: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: ERIC PRODUCT (071); BIBLIOGRAPHY (131)
Geographic Source: U.S.; Oregon
Journal Announcement: RIESEP86
Target Audience: Administrators; Practitioners

Preventing dropouts is the main topic of the 12 publications reviewed in this annotated bibliography. A statistical analysis of dropouts in Portland, Oregon, revealed that the correlation by school was far greater than correlation by residential area. In another study, approximately 155 droputs were questioned and most believed that the school system had given up on them. Responses from 44 administrators of exemplary vocational education programs gave the highest rating for dropout prevention to students' self-concept development. Beck and Muia summarized the literature on dropouts and found the key factor to be the student's socioeconomic class. Programs that work in preventing dropouts are described in three publications. O'Connor studied 3 effective dropout programs and highlights 10 characteristics of effective programs, emphasizing such points as identifying potential dropouts earlier, and encouraging, rather than coercing, students to participate in special programs. Wehlage presents a set of guidelines for the marginal student. Mahood summarizes the cost to society of dropouts and recommends inschool suspension for disruptive students. The Sarasons report on an experiment in social skills training. Finally, a report summarizing the findings of a conference of high school administrators suggests that high school students be allowed the option of spreading their education over a longer period. (MLF)

Descriptors: *Dropout Prevention; *Dropout Programs; Dropout Research; *Dropouts; Elementary Secondary Education; Interpersonal Competence; *Literature Reviews; Nontraditional Education; *School Effectiveness; Socioeconomic Status

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ED268444 CG019003

From "Youth in Transition" to "Monitoring the Future": A Tale of Two Longitudinal Studies of Youth in the United States.

Bachman, Jerald G.
17 Apr 1986
13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Figures may be marginally reproducible due to small print.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Michigan
Journal Announcement: RIESEP86
Target Audience: Researchers

This paper uses a case history approach to present the evolution of two longitudinal studies, Youth in Transition, which involved 8 years of data collection (1966-1974) and Monitoring the Future, for which data collection began in 1975 and continues in the present. The Youth in Transition project is described as a study of the causes and consequences of dropping out of high school. Five key decisions about research design made during the program planning phase are discussed. Expansions of the project over an 8-year period are explained.

(cont. next page)

It is noted that the Youth in Transition study laid the groundwork for the Monitorig the Future project and that the studies share similarities in content and methodology. Eight lessons which were learned from the Youth in Transition study and which affected plans for the Monitoring the Future project are listed. The Monitoring the Future project is described as an attempt to extend many of the trend analyses from the first study. Funding, initial data collection from 16,000 seniors in 125 high schools, and follow-up data collections are briefly presented. It is noted that one important product of this project has been extensive descriptive reporting of drug use levels and trends among high school seniors. A continuation of the collection, analysis, and reporting of these data is recommended, especially since the lengthening span of time makes the analyses richer with each new year of data collection. (NB)

Descriptors: Adolescents; •Dropout Research; •Drug Use; Followup Studies; High Schools; •High School Seniors; •Longitudinal Studies; •Research Design; Research Methodology; •Trend Analysis; Young Adults

* ED268198 UD024800
A Generation Too Precious to Waste. An Investigative Report Prepared by the Illinois State Task Force on Hispanic Student Dropouts. Submitted to the Illinois General Assembly.
Illinois State General Assembly, Springfield.
Mar 1985
30p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAUG86
Government: State

This report outlines the findings and recommendations of an Illinois state task force which investigated the problem of Hispanic student dropouts. Following an executive summary, the report is divided into two sections which, respectively, describe findings and provide recommendations for twelve problem areas: (1) inadequate definition of a dropout and inaccurate collection and reporting of data; (2) inadequate number of Hispanic guidance counselors and unrelated job responsibilities; (3) need for Hispanic role models; (4) parental participation: rights and responsibilities; (5) need for staff development and training; (6) specialized programs and special education: misclassification and misplacement; (7) inadequate utilization of the Migrant Student Record Transfer System; (8) need for employment and training programs; (9) need for extracurricular activities and remedial programs; (10) truancy and crime; (11) unenforced school discipline policies; (12) inappropriate utilization of existing school resources and lack of teacher accountability. Three appendices include the State Senate resolution which established the task force; a roster of task force members; and a schedule of the public hearings and presenters. (KH)

Descriptors: Discipline; Dropout Prevention; •Dropouts; Elementary Secondary Education; •Hispanic Americans; Migrant Youth; •Potential Dropouts; School Counselors; Special Education; •Student Needs; Urban Youth; Vocational Education
Identifiers: •Illinois

ED267317 CG018897
How Many Graduate? A Study of the Freshman Class of 1979 at San Juan High School. Revised.
Gallant, Steve; Housden, Theresa
San Juan Unified School District, Carmichael, Calif.
Jan 1986
13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG86

The large number of dropouts estimated by the California State Department of Education has caused concern for educators, lawmakers, and the general public. A 1985 investigation of the graduation rate of the 1979 freshman class of San Juan High School was conducted which also sought to identify logistical problems with the collection of data needed for determining the graduation rate. Dropout research has been complicated by lack of a uniform definition of dropouts and a uniform method of estimating the dropout rate. Attrition rates overlook details about where, when, and why students dropout. San Juan High School was chosen because its student body composition resembled state averages in background and achievement and the school had a stable population and educational programs. Records were checked to determine which students who had entered as freshman did not graduate with their class. Efforts were made to locate these students and to determine their status. Logistical problems in tracking the students included the variability of record keeping and transferring, student name changes, undocumented address changes, and legal constraints on the release of student information. The overall graduation rate was found to be 76.9 percent although only 59.1 percent graduated from San Juan High in January or June of 1983. Sixty-nine students who had dropped out earned their diplomas or passed a proficiency test at a later time. The actual dropout rate was 22.6 percent. The freshman grade point averages of those who later dropped out were lower than those who subsequently graduated. (ABL)

Descriptors: •Dropout Rate; Dropout Research; •Grade Point Average; High Schools; •High School Students; •Research Problems; Student Attrition
Identifiers: •San Juan High School CA

ED267316 CG018896

Boosting Teachers' Self-Esteem: A Dropout Prevention Strategy.

Ruben, Ann Moliver

[Mar 1986

8p.; Paper presented at the International Collaborative Conference on Careers (Miami, FL, March 26-28, 1986).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG86

Good teachers leave teaching not because pay is low but because of poor working conditions and too little recognition. Since students can be strongly affected by teachers, teachers who feel negatively about themselves can adversely affect students. A five-evening workshop was developed in Dade County, Florida to boost teachers' self-esteem and to have the praticipants experience trust, prizing, realness, understanding, and freedom so that they could replicate this environment for their students. Group exercises included an introduction to group rules, non-verbal communication, introducing your partner, giving yourself a positive adjective, balloon experience, value auction, choosing three values, admiration ladder, and identifying negative/positive communication. Teachers implemented the self-esteem boosting exercises in the classroom with reported success. Teachers reported that students enjoyed a more relaxed atmosphere and teachers themselves reported greater sensitivity to students' differences. Teachers' scores on a before-and-after self-esteem questionnaire improved following the workshop sessions. (ABL)

Descriptors: *Attitude Change; *Dropout Prevention; Elementary Secondary Education; *Negative Attitudes; Professional Continuing Education; *Self Esteem; *Teacher Attitudes; *Teacher Student Relationship; Teacher Workshops

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ED266200 UD024684

School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).

Bossone, Richard M., Ed.; Polishook, Irwin H., Ed.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

1986

130p.

Available from: Dr. Richard Bossone, Graduate School of CUNY, 33 West 42 Street, New York, NY 10035 ($5.00).

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); GENERAL REPORT (140)

Geographic Source: U.S.; New York

Journal Announcement: RIEJUN86

The eleven papers presented at a 1985 conference on school-to-work transition are collected in this volume. The papers focus on school-business partnerships, school programs, and community projects. Their titles (and authors) are: (1) "Investing in Our Children: Business and the Public Schools" (Sol Hurwitz); (2) "From School to Work: Transition or Chasm?" (Gordon Berlin); (3) "Corporate Role in Public Education" (Peter Goldberg); (4) "World of Work: Youth Orientation" (James N. Heston); (5) "Bridges and Partnerships: School-to-Work Transition" (William J. Cirone); (6) "Public/Private Collaboration in School-to-Work Programs" (Peggy Dulany); (7) "School-to-Work Transition: A Solution to the Dropout Problem" (Nathan Quinones and Victor Herbert); (8) "Preparation for Police Work: An Academic Model" (Mary DePiano Rothlein); (9) "School-to-Work Transition: The Hidden Agenda" (R. C. Smith); (10) "School-to-Work: Lessons Learned in Baltimore" (Marion W. Pines); (11) "School-to-Work Programs: Response and Non-Response" (Frank J. Slobig). Opening remarks, by William J. Bennett, and closing remarks, by Edward J. Meade, Jr., are also included. A preface to this collection observes that virtually all of the papers express concern for the effectiveness of school-to-work programs and stress the relevance of basic skills and the inculcation of qualities vital to productive employment. (KH)

Descriptors: Basic Skills; Career Education; *Dropouts; Educational Improvement; *Education Work Relationship; High Schools; *School Business Relationship; *School Role; Urban Schools; Vocational Education; Work Attitudes; *Youth Employment

Identifiers: *Corporate Support; Maryland (Baltimore); *School to Work Transition

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ED266005 RC015629

The Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.

Phillips, Kathleen R.

1985

15p.; Paper presented at the Annual State Superintendents Conference for Supervisors and Directors of Instruction (Madison, WI, 1985). For related document, see RC 015 628.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEJUN86

Wisconsin junior and senior high schools enroll approximately 500 children of migrant agricultural workers each year, but performance data shows that in 1982-83 twelfth grade service to migrant students was only 17% of the first grade figure. Problems which contribute to the high dropout rate of junior and senior migrant students in Wisconsin include lack of opportunity to participate in extracurricular activities, low attendance, limited English proficiency, lack

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DIALOG File 1: ERIC - 66-87/FEB

of parental involvement, lack of home environment conducive to study, feelings of insecurity, responsibilities for sibling care, teenage pregnancies, early marriage, limited vocational guidance and academic counseling, and lack of coordination of class schedules, course content, textbooks, and recordkeeping between Wisconsin and homebase schools. A map of the major migrant streams is appended. (LFL)

Descriptors: Dropout Characteristics; Dropout Research; •Dropouts; •Educationally Disadvantaged; Educational Needs; •Migrant Education; Migrant Problems; •Migrant Youth; Secondary Education; Secondary School Students; Student Mobility; •Student Needs; •Student Problems

Identifiers: •Wisconsin

* ED265430 CG018753

Keeping Students in School. Dropout Data, Research, and Programs.

North Carolina State Dept. of Public Instruction, Raleigh.
Jul 1985
61p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEJUN86
Government: State

This report, compiled by the North Carolina State Board of Education's Office for Dropout Prevention, provides dropout data, reasons for students' dropping out of school, and approaches for keeping students in school until successful completion of their education. Facts and figures for dropout rates of high school and the extended day school program servicing high risk students are presented in graphs and charts. A summary of four research studies examining reasons for students' dropping out is given with material from the studies themselves included. One of the studies described concludes that students most likely not to graduate are children of the poor and poorly educated; these children enter high school without firm direction and with low levels of achievement and patterns of non-success early in their school careers. Many dropouts, asserts another study, feel alienation. Specific recommendations from the other two studies are given which include identifying potential dropouts at an earlier age, and looking at attendance, retention, participation in extracurricular activities, how program choices are made, and how grades are assigned to students (especially minorities) as possible avenues to reducing the dropout rates. A third section (which makes up half the document) describes promising approaches (primarily conducted in North Carolina counties) which contribute to dropout prevention and illustrate the wide range of services and programs needed to meet the various needs of individual students. (ABB)

Descriptors: Academic Failure; Attendance; •Dropout Prevention; Dropout Rate; •High Risk Students; High Schools; •High School Students; Motivation; •Potential Dropouts; School Guidance; Student Attrition; Student Needs; Withdrawal (Education)

Identifiers: •North Carolina

ED265291 CE043074

Creation of an Alternative High School in the West Fargo School District--An Analysis.

Hagen, Gerald W.
[1985
36p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; North Dakota
Journal Announcement: RIEJUN86

West Fargo Community High School (North Dakota) was established in 1982 to provide alternative secondary education to high school dropouts and students who would be unable to function successfully in the traditional high school setting. The school was set up to be a self-supporting institution staffed by three part-time instructors and one part-time paraprofessional; its approach was a hybrid of traditional classroom-based instruction and individualized instruction. Upon entering the program, students develop an educational program consisting of eight 1/2-credit courses that are completed in a 4-week time block system. Time extensions are granted for students who have been working at their full capacity; students judged not to have been working at capacity must pay a $2 fee for a time extension. Despite school board disagreements resulting in separate diplomas for graduates of the district's traditional and alternative high schools and delays in instruction caused by the fact that the alternative school was set up as a correspondence program, the West Fargo Community High School is filling a definite need and has been successful. The main problems still facing the school are inadequate funding and continued resistance to placing the alternative and traditional programs on an equal footing. (MN)

Descriptors: Accreditation (Institutions); Correspondence Study; •Dropout Programs; Educational Needs; Financial Support ; •High Schools; Needs Assessment; •Nontraditional Education; •Outcomes of Education; •Program Development; Program Effectiveness; •School Holding Power

Identifiers: •West Fargo School District ND

ED264992 RC015557

Study of High School Dropouts in Appalachia.

Cox, J. Lamarr; And Others
Research Triangle Inst., Triangle Park, NC. Center for Educational Studies.
22 May 1985
157p.; Tables may not reproduce well due to small print.
Sponsoring Agency: Appalachian Regional Commission.

(cont. next page)

Washington, D.C.
Report No.: RTI/3182-01/01-FR
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAY86
Target Audience: Researchers; Practitioners

A study of high school dropouts and programs in Appalachian regions of 13 states also sought exemplary programs and methods of replication. The high school dropout rate was found to be 5.8% higher than the national average of 23.9%. Within the region, rates were 19.1% in the northern, 38% in the central, and 30% in the southern region. Differences in collecting and reporting data were detailed with implications for the study. Data gathered on dropout characteristics included reasons for school-leaving, behavioral descriptions, and sex and racial differences. Approximately 23% of the Appalachian school districts reported having dropout reduction/remediation programs and provided program descriptions. Program efforts were reported to be limited by lack of resources and information about appropriate and effective approaches. Components judged to be most important in program success were identification of cause/need, planning based on cause/need, development of effectiveness measures, and development of a feedback system. Study recommendations included standardization of data collection procedures, improved availability of information about dropout programs, and increased research on exemplary dropout programs. Appendices provide dropout definitions, methods of data computation, and data for 13 states and a list of dropout programs by location and type; 14 tables amplify the text. A 46-item annotated bibliography is included. (LFL)

Descriptors: Data Collection; Definitions; Dropout Characteristics; •Dropout Programs; •Dropout Rate; •Dropouts; High Schools; •High School Students; Information Needs; •Program Descriptions; Program Design; Program Improvement; Regional Characteristics; Research Needs; •Rural Areas; Rural Education; State Surveys

Identifiers: •Appalachia

ED264648 EA018096

Alternative Schools and Programs, Iowa: "Reaching Out to Help People." 1985-88 State Directory.

Morley, Raymond E.; Clay, Helen I.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.
Jun 1985
190p.; For the 1983-84 Directory, see ED 233 489.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: DIRECTORY (132); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEMAY86
Government: State
Target Audience: Practitioners

This directory on Iowa alternative programs for potential and actual dropouts begins with a brief summary of the state's dropout problem accompanied by nine references. Descriptions of some of the special programs and schools precede the full text of state legislation for funding and administering dropout programs. The next section, in outline form, presents the advantages and disadvantages of the following dropout prevention and alternative program approaches: tutoring, counseling/advising, advisement, work-related activities, and alternative classes. Important questions that need to be asked throughout the needs assessment and program planning process are listed. A series of statements called "Ideas for Success and Failure," based on input from 20 national leaders in the field, offers further advice about dropout programs. Three reprinted education journal articles address the following topics: (1) a summary of research on school program effectiveness; (2) a study of 13 schools in 4 states that shows alternative schools come closer to satisfying student needs than do conventional schools; and (3) predictions for alternative schools in this decade. Thirty pages of the directory are devoted to a reprint of "The Current Status of Schools of Choice in Public Secondary Education," by Mary Ann Raywid (1982). This study analyzes the responses to a 31-question survey from 1,200 of the 2,500 identified public alternative secondary schools. The questionnaire is reproduced with replies entered as percentages. The directory concludes by listing Iowa alternative schools followed by operational information for each program. (MLF)

Descriptors: Adult Education; •Dropout Prevention; •Dropout Programs; Dropout Research; •Dropouts; Elementary Secondary Education; •Nontraditional Education; Questionnaires; State Legislation; State School District Relationship; Student Needs

Identifiers: •Iowa

ED264444 CE043529

The Role of Vocational Education in Decreasing the Dropout Rate.

Weber, James M.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
1986
71p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Contract No.: 300-83-0016
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAY86

In an effort to identify the kinds of vocational experiences that appear to be the most promising in reducing the dropout rate, two distinct research strategies were used. The first strategy involved analysis of data available from the High

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School and Beyond Project, a nationally representative sample of students and schools surveyed in 1980 (when the students were sophomores) and resurveyed in 1982. The second strategy involved contacting a sample of nine exemplary dropout prevention programs and securing descriptive data from them regarding their orientation, organization, and operations. In general, project results confirm that participation in vocational education is positively related to high school retention. Rather than participate in the mainstream of the vocational program, however, dropouts tend to participate more in exploratory and consumer/homemaker or industrial arts courses than in job-skill training courses. Also, they tend to be involved in work-study experiences that do not appear to be directly related to their overall high school programs. Included among the project recommendations are the following: more systematic efforts to identify potential dropouts; programmatic activities to reduce absenteeism, theft, and drug abuse; activities to enhance parents' involvement; more extensive career exploration and career education experiences; and review of dropout-prone students' work-study experiences. (CT)

Descriptors: *Demonstration Programs; *Dropout Prevention; *Dropout Rate; Dropout Research; High School Students; Job Skills; Outcomes of Education; *Program Effectiveness; *School Holding Power; Secondary Education; *Vocational Education; Work Study Programs

Identifiers: High School and Beyond (NCES)

ED264361 UD024669

Renegotiating Society's Contract with the Public Schools: The National Commission on Secondary Education for Hispanics and the National Board of Inquiry into Schools.

Lefkowitz, Bernard

Carnegie Corp. of New York, N.Y.

Carnegie Quaraterly, v29 n4 v30 n1 p1-11 Fall-Win 1984-85 1985

13p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; New York

Journal Announcement: RIEAPR86

The Hispanic Policy Development Project (HPDP) and the National Coalition for Advocates for Students (NCAS) launched separate inquiries into how American public education could be improved without excluding poor, minority, female, and handicapped youngsters. HPDP reported on the performance of Hispanic students in inner-city high schools in "Make Something Happen: Hispanics and Urban School Reform," while NCAS investigated the circumstances of all disadvantaged public school students in its report, "Barriers to Excellence: Our Children at Risk." Both reports claim that the dropout rates and low achievement levels of a staggering number of minority and poor children not only subvert the nation's deepest values of fairness, they threaten its economic social fabric. One general conclusion is drawn by both reports: there are two systems of public education in the United States, one rich with resources and talent that serves middle-class and affluent Whites, the other, a "pauper's system" that seems headed for a decline. Many analysts quoted in the reports believe that school reform, to benefit poor and minority children, must redefine the scale and scope of the problem, including a redefinition of what constitutes a high-risk student. Above all, they say, students must be given the feeling that adults care about them, and are interested in their progress. In general, the reports emphasize, stronger links must be constructed between teachers, parents, communities, and businesses, and all must actively cooperate, for without reform, schools will continue to perpetuate the inequalities in the larger society. (KH)

Descriptors: Black Students; Disadvantaged Youth; *Dropouts; *Educational Change; Educational Quality; Elementary Secondary Education; *Equal Education; High Risk Students; High Schools; *Hispanic Americans; *Minority Group Children; Parent School Relationship; Public Education; School Community Relationship; Student Needs; Urban Education

Identifiers: Barriers to Excellence; *Excellence in Education; Making Something Happen; Our Children at Risk

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ED264072 RC015550

The Educational Status of Federally Recognized Indian Students Enrolled in or Eligible for Enrollment in BIA and BIA Contract Schools, and Schools Receiving Support VIA the Johnson-O'Malley Act.

Latham, Glenn I.

6 Aug 1985

20p.; Paper presented at the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Utah

Journal Announcement: RIEAPR86

Educational status of Indian students was found to be inferior to status of non-Indian students when measured by enrollment, attendance, dropout rate, and nonenrollment. The study found that Indian student enrollment had increased 2.3% from 1983 to 1984; average daily attendance was 4% less than for non-Indian students; dropout rates for Indian students in grades 9-12 was 33.2% in Bureau of Indian Affairs schools and 24.4% in public schools receiving Johnson-O'Malley funds; and an estimated 4.5% of Indian children were not enrolled in an educational program. Data for the study were gathered primarily from questionnaires returned by 41 Bureau of Indian Affairs or contract schools and 13 offices of education in states with schools receiving Johnson-O'Malley funds. Other data sources included onsite visits and telephone interviews with officials in agencies concerned with Indian education. The difficulties encountered in obtaining exact data about the Indian student population were described, including no

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universally accepted definition of federally recognized Indians, no uniform data gathering or recordkeeping system for Indian students, no central data depository, fequent student transfers between schools, and variations in computation of average daily attendance. Tables and figures provide supplementary information. (LFL)

Descriptors: •American Indian Education; •American Indians; Attendance Patterns; Average Daily Attendance; Data Collection ; •Dropout Rate; Elementary Secondary Education; •Enrollment; •Public Schools

Identifiers: •Bureau of Indian Affairs Schools; Johnson O Malley Act; •Nonstudents

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ED264052 RC015495

New Mexico Dropout Study: 1983-1984 School Year.

Cavatta, Jerry C.; Gomez, Albert S.

New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.

1984

23p.; For the 1981-1982 study, see ED 227 992. Dual color graphs will not reproduce clearly.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; New Mexico

Journal Announcement: RIEAPR86

Government: State

Target Audience: Practitioners; Researchers

Each public school that had students enrolled in grades 9-12 was surveyed to gather data on the extent and nature of the school dropout problem in New Mexico during the 1983-84 school year. Data on grade, sex, ethnicity, and reason for dropping out were collected. Information was obtained from all 88 public school districts and from 99% of the schools surveyed. Data indicated that 5,868 ninth- through twelfth-grade students dropped out of school, resulting in a dropout rate of 7.3%, up slightly from the 1982-83 7.2% level. This represents an interruption of a downward trend in the dropout rate. The highest dropout rate for both male and female students occurred at grade 11 and the lowest at grade 9. Males tended to drop out of school proportionally more than females at all grade levels. Native American students (12.3%) and Hispanic students (7.9%) had the highest dropout rates. Only Native American students experienced their highest dropout rate at grade 9. The highest portion (39.1%) dropped out for reasons related to "motivation or interest", while 17.6% cited "home and related" reasons. The remaining 15.0%, 11.2%, 9.9%, and 7.2% dropped out for reasons related to "other," "reenrollment," "discipline," and "pregnancy or marriage" respectively. (NEC)

Descriptors: American Indians; Black Students; •Dropout Characteristics; •Dropout Rate; Dropout Research; •Enrollment Rate; •Ethnic Distribution; •High Schools; Hispanic Americans; •Public Schools; School Districts; Secondary Education; Sex Differences; State Surveys; White Students

Identifiers: •New Mexico

ED263743 FL015261

Some Relationships between Appalachian Language and Culture and High School Drop-Out Rates as Found in Two West Virginia Counties.

McLaughlin, Diana Chiarky

Dec 1984

157p.; Masters Thesis, University of Texas at Arlington.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: THESIS (042); RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEAPR86

This study examines the possible relationship between elementary and secondary students' use of a nonstandard form of English and the high school dropout rate in the Southern Appalachian region. The investigation began in two counties with interviews of teachers who appeared not to see that their students' speech variety differed from their own. Further investigation revealed a larger set of problems in educating this group of children, involving linguistic variance, a poor fit between the school system and the culture, and aspects of the mountain culture such as strong traditional views, geographic isolation, suspicion of non-mountain culture, little value attached to education, and lack of parental education or support. Suggestions for change include language programs based on the English-as-a-second-language concept; curriculum geared to the mountain child; reassessment of standardized examinations; a supplementary reading program, following the example of the Foxfire program; teacher education in relevant culture and language, educator workshops; community action projects; and adult education classes. (MSE)

Descriptors: •Academic Achievement; •Cultural Context; Curriculum Development; •Dropout Characteristics; Elementary Education; High Schools; Interference (Language); Language Usage; •Nonstandard Dialects; •Regional Dialects; Teacher Role

Identifiers: •Appalachia (South); •English (Appalachian); West Virginia

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ED263682 EA018078

The School Psychologist: Advocate for Children at Risk.

Jensen, Mary Cihak

Oregon School Study Council, Eugene.

OSSC Bulletin, v29 n3 Nov 1985 Nov 1985

40p.

Available from: Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 for shipping and handling will be added to billed orders).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: SERIAL (022); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEAPR86

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DIALOG File 1: ERIC - 66-87/FEB

Target Audience: Administrators; Support Staff; Practitioners

This monograph characterizes the profession of school psychology, describes the roles of school psychologists in the Eugene (Oregon) Public Schools, and profiles Patricia Glassow, recently named School Psychologist of the Year by the Oregon School Psychologists Association. Among those interviewed were the school superintendent, the director of the school psychology program at the University of Oregon, several principals, and a parent. The interviews provided the background for this examination of the profession of school psychologist and the population served in this district. The nine psychologists in this district form an internal support structure in which individual strengths can be shared to meet the demands of sometimes complex cases. Their job descriptions emphasize three major roles: diagnostician, consultant, and case manager. Increasingly, school psychologists see themselves speaking in the interest of students to teachers, administrators, and parents. Names of those interviewed and a nine-item bibliography follow the text. (MLF)

Descriptors: Child Advocacy; Child Psychology; •Disabilities ; •Educationally Disadvantaged; Elementary Secondary Education ; •High Risk Students; •Occupational Information; •Potential Dropouts; Psychological Evaluation; Psychological Services; •School Psychologists

Identifiers: Eugene Public Schools OR; •Glassow (Patricia)

ED263678 EA018073

New Study Looks at High School Absenteeism.

de Jung, John; Duckworth, Kenneth

Oregon Univ., Eugene. Center for Educational Policy and Management.

R&D Perspectives, Sum-Fall 1985 1985

9p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Available from: Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($.35 per copy).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022); RESEARCH REPORT (143)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEAPR86

Target Audience: Administrators; Researchers; Practitioners

The sample for this 2-year study of student absenteeism consisted of 6 comprehensive high schools, 3 from each of 2 urban school districts with 1,000 to 1,600 students and 60 to 70 full-time teachers. Highlights of the first-year findings summarized in this journal are based on the responses of nearly 8,000 students and 350 teachers. Attendance records are neither accurate nor consistent from school to school. Almost a third of the students missed an average of at least one class per day; nearly all students missed some of their classes two to three times more often than other classes. Students named social sciences, English, and math as subjects they cut the most. Penalties seemed to be a poor deterrent; having to make up classwork was the most powerful deterrent. Compared to low-absence students, high-absence students accounted for 84 percent of all grade point averages below 1.5; and 85 percent said they would be satisfied with a C or D grade, compared to 50 percent of the students with fewer absences who said the same. Absences by students in classes they failed were double the overall school rate; they were triple the school rate for those students who failed more than one class. To control chronic absenteeism and prevent more students from dropping out, administrators should improve school curriculum, instructional techniques, and attendance policies. (MLF)

Descriptors: •Attendance; •Dropout Characteristics; Grade Point Average; High Schools; •High School Students; Longitudinal Studies; •Record Keeping; Student Characteristics ; •Student School Relationship; Urban Schools

ED263343 CE042821

Strategies for Recruitment and Retention of Minority Students in Michigan Vocational Education Programs.

CRW Associates, Inc., Detroit, MI.

1985

96p.

Sponsoring Agency: Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEAPR86

Target Audience: Practitioners

This manual provides step-by-step strategies and materials for recruiting and retaining minority students in secondary and postsecondary vocational education programs. Particular emphasis is placed on recruiting for training, education, and placement in high-growth, emerging occupations and on providing equal access to all vocational and technical programs. Addressed in the individual chapters are the following topics: assessment of Michigan minority student vocational education enrollments, a model for independent local school assessments, procedures for devising recruitment and retention plans, strategies for addressing image problems and interfacing with minority communities, and statewide policy recommendations. Appendixes to the guide include a bibliography, forms for independent school assessment (student, counselor, teacher, staff, and parent and community surveys), and various minority profiles on educational attitudes (Arabic speakers, Blacks, Mexican Americans, Native Americans, and Vietnamese persons). (MN)

Descriptors: •Dropout Prevention; Educational Attitudes; Educational Policy; Educational Strategies; Emerging Occupations; Enrollment; Enrollment Trends; Equal Education; •Minority Groups; Outreach Programs; Policy Formation;

(cont. next page)

Postsecondary Education; Public Relations; Questionnaires; Records (Forms); School Districts; *School Holding Power; Secondary Education; *Statewide Planning; *Student Recruitment ; Surveys; *Vocational Education
Identifiers: *Michigan

ED262597 FL015263
Impact of Early Exposure to Bilingual Education as Related to School Grades, Absenteeism, Grade Retentions and Incidence of School Drop-Out: A Ten Year Study.
Curiel, Herman; Richek, Herbert G.
[1985
22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Oklahoma
Journal Announcement: RIEMAR86

The study reported here examined the long term impact of a bilingual program that was designed as a transitional program for children in elementary grades. A quasi-experimental design was used to compare two groups of Mexican-American tenth-grade students enrolled in a traditional high school where all subject matter was presented in English. The experimental group (n=86) had previously been taught one or more years in an elementary bilingual education program. The control group (n=90) had had all its schooling in English. The students' seventh-grade and tenth-grade records were examined for these variables: grade point average, absenteeism, grade repetition in elementary and secondary grades, dropout rates at the completion of junior high school, and the completion of tenth grade. Results revealed no differences in grade point average in either period. The control group had a statistically significant higher rate of absenteeism during two quarters of the seventh-grade year, a significantly higher grade repetition rate at all levels, and a higher frequency of dropouts in both periods studied. (Author/MSE)

Descriptors: *Academic Achievement; *Academic Persistence; *Attendance Patterns; *Bilingual Education; *Dropout Rate; Elementary Secondary Education; Grade 7; Grade 10; Grade Point Average; Grade Repetition; High School Students; Longitudinal Studies; *Mexican Americans; School Holding Power; Self Esteem

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* ED262457 EA017987
Staying in School: The Dropout Challenge. A Position Paper.
Bowen, Jeffrey M.; Lipkowitz, Debra L.
New York State School Boards Association, Albany.
1985
28p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAR86
Target Audience: Policymakers

Students drop out of school for a wide variety of reasons. Programs to discourage dropping out must therefore accommodate the actual needs of individual students rather than aim at the assumed needs of the "typical dropout." This document reviews school policies and programs that could affect dropout tendencies positively. Among these innovative methods are providing alternatives to traditional student promotion policies, offering early childhood education programs, structuring education in nontraditional ways, coordinating social services for student support, operating high school equivalency programs, creating alternative learning environments suited to the specific needs of dropouts, adopting inschool suspension policies, and involving parents in dropout prevention. Examples are drawn from successful programs in New York State. (PGD)

Descriptors: Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropouts; Educational Innovation; Elementary Secondary Education; High School Equivalency Programs; Individual Differences; Nontraditional Education; Parent Participation; Potential Dropouts; School Counseling; School Organization; Student Adjustment; Student Alienation; Student Needs; Student Promotion; Student School Relationship
Identifiers: New York; Operation Success

ED262314 CG018549
A Profile of Illinois Dropouts.
Arnold, Gerald
Illinois State Board of Education, Springfield. Dept. of Planning, Research and Evaluation.
Aug 1985
21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEMAR86
Government: State

To identify behavioral and attitudinal differences between students who became high school dropouts and students who remained in school, sophomores from Illinois who participated in the National High School and Beyond Study (N=1,950) were interviewed and tested. Their responses were weighted to represent the total sophomore enrollment for Illinois and a profile of student behavioral and attitudinal characteristics was compiled. In 1982, participants from the 1980 study completed follow-up questionnaires. A portion of their responses (N=166) were weighted to represent an estimated number of respondents who would drop out of school by the spring of 1982. Comparison of dropout profiles with profiles of students who continued high school showed that dropouts were more likely to report failing academically, being absent or tardy, lack of interest in school, and being subject to disciplinary actions. Of the Hispanic and Black Illinois sophomores, 25 percent eventually dropped out, exceeding the

(cont. next page)

rates of other racial-ethnic groups and the national rates for these groups. Although male students proportionally were more likely to drop out than females, over one-half the dropouts were females. Of these, over one-third reported having one or more children. The findings indicate that poor academic performance, absence from school for 3 or more days, lack of high school completion by one or both parents, and pregnancy for females are warning signals for students at-risk for dropping out. (Fifteen data tables presenting the profile comparisons are included.) (MCF)

Descriptors: Academic Failure; Black Students; Comparative Analysis; *Dropout Characteristics; Dropout Research; Early Parenthood; High Risk Students; High Schools; High School Students; Hispanic Americans; Pregnancy; Racial Differences; Sex Differences; *Student Attitudes; *Student Characteristics

Identifiers: High School and Beyond (NCES); *Illinois

ED262229 CE042641

The Impact of Day-Care Services on the Education of Secondary and Adult Students in Ohio.

Hill, Ann Marie; Bragg, Debra D.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1985

139p.; This publication was prepared pursuant to a contract with the Gallia-Jackson-Vinton County Joint Vocational School on a grant from the Home Economics Section of the Ohio Department of Education.

Sponsoring Agency: Ohio State Dept. of Education, Columbus.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEMAR86

The incidence of pregnancy among young teenagers has increased dramatically in the past several decades. Young single mothers are much more likely than others to leave school before graduation and to be unemployed and poor. This study was conducted to identify differences in completion, school attendance rates, and grades for secondary and adult students who received day-care services for their children compared to those who did not. Data were gathered from four day-care sites in Akron, Cleveland, Cincinnati, and Dayton. (Data from two other sites were not usable.) A total of 145 secondary and adult students were provided with day care for their children and 145 were not. The study found that attendance rates and grade point averages (GPAs) for students using day care were similar to the attendance rates and GPAs of those who did not. In general, attendance was higher for high school students than for adults. Nearly three-fourths of secondary students who had children in day care completed courses or graduated, compared to only two-fifths of secondary students whose children were not in day care. While one-third of adults with children in day care completed courses or high school equivalency degrees, only approximately one-tenth of the adult comparison group did so. Recommendations were made to the Home Economics Section staff of the Ohio Division of Vocational Education and to local coordinators of day-care programs for program improvement. (KC)

Descriptors: *Academic Persistence; Adult Education; Adult Students; Attendance; *Day Care; *Dropout Prevention; *Early Parenthood; *Females; Grade Point Average; High School Equivalency Programs; High School Students; *Program Effectiveness; Secondary Education; State Programs; Statewide Planning; Youth Problems

Identifiers: *Ohio

ED262213 CE042616

The High School Drop Out: Vocational Education Can Help.

Batsche, Catherine

Illinois State Univ., Normal.

Jun 1985

15p.

Sponsoring Agency: Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEMAR86

Government: State

Target Audience: Practitioners

This pamphlet offers information on high school dropouts and the role of vocational education in dropout prevention. References are provided for each section. Characteristics of dropouts, reasons for dropping out, and 12 factors that contribute to retention in high school are listed. Indicators from research are cited that show that vocational education does have retentive ability. Advantages to altering the traditional school environment are then highlighted. Effective teaching techniques, as shown by recent research, are listed. Characteristics of effective programs according to directors of exemplary programs are identified. Programmatic considerations that have been found to be effective in reducing dropout rates are then described. The pamphlet concludes by listing vocational education practices in Illinois that respond to the needs identified by dropouts. (YLB)

Descriptors: Demonstration Programs; Dropout Characteristics; *Dropout Prevention; Dropouts; *Program Design; *Role of Education; *School Holding Power; Secondary Education; *Teaching Methods; *Vocational Education

Identifiers: *Illinois

ED262167 CE042500

A Compendium of Research Addressing Barriers to Student Recruitment and Retention in Vocational Education in Florida. Final Report from September 1, 1984 to December 31, 1984.

(cont. next page)

DIALOG File 1: ERIC - 66-87/FEB

Waltz, Freddie C.; Beeman, Carl E.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

31 Dec 1984

28p.; For related documents, see ED 218 471, ED 230 767, and ED 247 448.

Sponsoring Agency: Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR86

To address the issues of student recruitment and retention in Florida, a three-year research study was conducted. The three phases of the study sought the following: (1) to describe barriers to recruitment and retention of disadvantaged, unemployed, underemployed, out-of-school youth as perceived by students, teachers, counselors, and administrators; (2) to develop a means for implementing proven recruitment strategies to attract and retain students in postsecondary vocational programs; and (3) to identify factors that influenced students who were currently enrolled in a postsecondary vocational program to enroll and also the factors that influenced them to continue enrollment. Data were gathered through interviews and by mail surveys of students, teachers, counselors, and administrators. Results of data analysis showed that administrators, teachers, and counselors relied too often on recruitment strategies that were less successful, such as booths at fairs, and that students and professional personnel perceived different strategies as most effective. For example, school officials thought that "personal contact with students enrolled in the program or program graduates" was the most effective strategy, while students rated it fairly low. The study produced a recruitment manual that school personnel could use to enhance their chances of successful recruitment and retention of disadvantaged students. (KC)

Descriptors: Academic Persistence; Administrator Attitudes; Disadvantaged Youth; *Dropout Prevention; Dropouts; *Program Attitudes; Program Effectiveness; *Program Improvement; School Attitudes; Secondary Education; State Programs; Student Attitudes; *Student Recruitment; Teacher Attitudes; *Vocational Education

Identifiers: Florida

ED262146 UD024488

Fort Hamilton High School Project SPEED: Special Education to Eliminate Dropouts, 1983-1984. O.E.A. Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

[1985

49p.; Appendices may not reproduce well due to small, light print. For related document, see ED 245 037.

Grant No.: G00-820-2691

Available from: Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; New York

Journal Announcement: RIEFEB86

Project SPEED, which is housed at Fort Hamilton High School in Brooklyn, New York, provides instruction in English as a second language (ESL) and in the student's native language, as well as bilingual instruction in social studies, computers, and typing to 366 students of limited English proficiency (LEP) in Grades 9-12. In 1983-84, all of the program's students were born outside the United States. Almost half of them were Hispanics, and the remainder were Asian and Middle Eastern in origin. To achieve the program's central goal of dropout prevention, its bilingual instructional approach was transitional in nature. Individualized programs were planned for each student and classes were taught by both mainstream and resource teachers to heterogeneous groupings. In addition to instructional services, the program activities included student support services, curriculum development, staff development, parent involvement, and an advisory committee which addressed areas of program improvement. Student achievement data indicates that most students progressed in all subjects except mathematics at rates which matched the program's proposed criteria, and the attendance rate of program students was significantly greater than the schoolwide rate. Moreover, the program's dropout rate was significantly lower than the schoolwide rate. To improve the program's overall effectiveness, it is recommended that the program: (1) introduce more individualized approaches, such as grouping, to instruction in certain areas; (2) continue curriculum development and, if possible, bind materials rather than distribute them singly or in packets; (3) hold more formal staff meetings and planning sessions; and (4) strengthen the program's counseling component in the area of preventive group counseling. (KH)

Descriptors: Academic Achievement; Attendance; *Bilingual Education Programs; Curriculum Development; *Dropout Prevention; English (Second Language); High Schools; Hispanic Americans; Limited English Speaking; *Program Effectiveness; School Holding Power

Identifiers: Elementary Secondary Education Act Title VII; *New York City Board of Education; *Project SPEED NY

ED261532 FL015100

How We Educate Non-English Speaking Students Successfully. The High Intensity Language Training Program Description.

Apodaca, Rosita

31 Mar 1985

21p.; Paper presented at the Annual Convention of the National School Boards Association (Anaheim, CA, March 31,

(cont. next page)

1985).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas
Journal Announcement: RIEFEB86
Target Audience: Administrators; Practitioners

The El Paso Independent School District, in an effort to reduce the dropout rate and promote academic success among Hispanics, developed a high-intensity language training (HILT) curriculum in English as a second language (ESL) for limited-English-speaking students, to prepare them for full participation in regular subject-area courses. The program began in January 1982 with four levels of instruction (beginning, intermediate, advanced, and transitional) and two curriculum plans, one for students who had attended school for six or more years in their native countries, and one for students with less than six years of schooling. Each program level represents one semester in grades 9-12 and one school year in grades 7-8. Enrollment is 8-12 students in beginning courses, 15-20 in intermediate courses, and regular class size in advanced and transitional courses. Sheltered subject-area courses are included in the program at each level. Inservice teacher education workshops for both ESL and subject-area teachers has become an integral part of the program. The program has proven successful in raising the HILT students' academic achievement and ability to function in content classes. (MSE)

Descriptors: Academic Achievement; Administrator Attitudes; *Dropout Prevention; *English (Second Language); Inservice Teacher Education; Instructional Development; *Intensive Language Courses; Limited English Speaking; Outcomes of Education; Program Descriptions; *Program Effectiveness; Secondary Education; *Spanish Speaking; *Student Placement; Teacher Attitudes; Transitional Programs
Identifiers: El Paso Independent School District TX

ED261262 CE042525
Whither Vocational Education: The Dropout Problem and Its Impact in Kansas City and in the Nation.
Aquila, Frank D.
Cleveland State Univ., Ohio. Coll. of Education.
1985
42p.
Sponsoring Agency: Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEFEB86

This report identifies the nature and extent of the dropout problem nationally and its extent and cause at the Kansas City, Missouri, Vocational-Technical (Vo-Tech) Center. Section One, an examination of the national dropout problem, is an extensive literature review. Deficiencies in secondary vocational programs are investigated. Suggestions to improve the structure and operation of vocational and adult education are given. The key issues in vocational education from the perspective of the business community are discussed. The values and functions of vocational education are detailed. Characteristics of vocational dropouts are identified. Section Two presents findings of a year-long review of student records; interviews with teachers, counselors, administrators, and staff; and student and dropout interviews to determine the extent and cause of the Vo-Tech Center dropout problem. Findings are grouped into these major categories: recordkeeping problems, building problems, reasons for attending the Center, and problems with the Center. Suggestions for improvement include the following: improve counselor contacts, coordinate school and transportation schedules, provide alternatives, develop building policies, improve public relations, coordinate in-house programs, hire a social worker/counselor, and better use job placement. Appendixes include a change agenda for vocational education, actions to facilitate business/industrial cooperation with vocational education, and references. (YLB)

Descriptors: Academic Persistence; Adult Vocational Education; *Dropout Prevention; Dropout Research; *Dropouts; *Educational Improvement; Literature Reviews; Role of Education; School Business Relationship; Secondary Education; Student Attrition; *Vocational Education
Identifiers: Missouri (Kansas City)

ED261119 UD024417
A Study of the Longitudinal Dropout Rate: 1980 Eighth-Grade Cohort Followed from June 1980 through February 1985.
Stephenson, Robert S.
Mar 1985
17p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN86
Target Audience: Researchers; Practitioners

Almost 19,000 Dade County Public School students--all the members of the 8th grade cohort in June 1980--were followed across four and a half years in a study of dropouts. Major findings include the following: (1) at the end of the follow-up period, 29.5% of the cohort had dropped out (19% of Asians, 26.4% of Whites, 29.3% of Hispanics, and 33.9% of Blacks; 26.8% of females and 32.1% of males); (2) almost 60% of the dropping out took place in the first two years of the follow-up; (3) compared to Whites and Hispanics, Blacks were more likely to drop out late in the follow-up period; (4) the dropout rate for Cuban-born Hispanics was 30% versus 28.8% for all other Hispanic students (the rate for pre-Mariel Cubans was 29.9%, for post-Mariel Cubans 33%); (5) the dropout rate

(cont. next page)

for Haitian-born students was 38.8%, the highest of any group; (6) the dropout rate for exceptional (but not including gifted) students was higher than the regular student rate; and (7) students who were not out of phase (i.e. had not been kept back) by 8th grade were equally likely to drop out regardless of ethnic group, and were less than half as likely to drop out as students who were out of phase by that time. (The longitudinal method of calculating dropout rate used in this study is described and contrasted with the cross-sectional method in an appendix.) (CMG)

Descriptors: Asian Americans; Blacks; Cohort Analysis; *Dropout Rate; Dropout Research; *Ethnic Groups; Hispanic Americans; Longitudinal Studies; *Racial Differences; Secondary Education; Whites

Identifiers: *Florida (Dade County)

ED260862 RC015400

Junior High Migrant Student Services: A Compendium.

Johnson, Frederic C.

State Univ. of New York, Oneonta. Coll. at Oneonta.

May 1985

27p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; New York

Journal Announcement: RIEJAN86

Target Audience: Practitioners

Migrant student enrollment declines steadily in junior high school as a result of low achievement, poor self-esteem, social isolation, late enrollment/early withdrawal policies, and school attitude toward migrant students. Parents, educators, and 237 junior high school migrant students from Arizona, Michigan, New York, Wisconsin, Texas, and Florida were surveyed during 1984-85 to explore reasons for dropping out of school. Most frequently mentioned were inability to catch up, teacher negativism and apathy, and family financial dependence on migrant teenagers. Students who believed they would graduate listed a set of goals, willingness to study, and parental expectations and support as reasons for remaining in school. Those who did not expect to graduate listed as reasons the inevitability of falling behind, negative school factors, language and family problems, and substance abuse. Suggestions for improving school holding power included numerous social activities, employment opportunities, flexible scheduling, career awareness counseling, fostering of positive self-image, respect for cultural heritage, honest and sincere teachers, and emphasis on English language. Educators attending three migrant education workshops emphasized the importance of school-parent communication and parental involvement. Existing school- and student-oriented programs to curb dropout behavior are summarized. Enrollment data, survey questionnaire, and sample student transfer form are included. (LFL)

Descriptors: Dropout Characteristics; *Dropout Prevention; Dropout Research; Enrollment; High Risk Students; Junior High Schools; *Junior High School Students; *Migrant Education; *Migrant Youth; Parent Attitudes; Questionnaires; *School Holding Power; Student Attitudes; Student Problems; Teacher Attitudes

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ED260351 CG018444

Arkansas' High School Dropouts: Voluntary and Involuntary.

Snowden, Max; Peel, Evelyn

Arkansas Advocates for Children and Families, Little Rock.

1 Apr 1985

89p.

Sponsoring Agency: Arkansas State Office of Alcohol and Drug Abuse Prevention, Little Rock.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Arkansas

Journal Announcement: RIEJAN86

Target Audience: Policymakers; Administrators; Community; Practitioners

This report is concerned with students who either dropped out or were dismissed from grades 9 through 12 during 1983-84 in 14 school systems in Arkansas. It is intended for use by state government, the State Department of Education, state and local policymakers, school administrators and staffs, parents, and young people. The data presented in this report were obtained from questionnaires completed by schools for each student who dropped out, was suspended, or was expelled during 1983-84 and from interviews with over 200 of these students. In Part I of the report, the magnitude of the dropout problem is considered, demographic characteristics of the dropouts and selected characteristics of their families are examined, and reasons for withdrawals and exclusions are discussed. The two types of school departures, dropouts and dismissals, are compared. Findings are summarized and recommendations are suggested. Part II of the report deals with the role of alcohol and drugs in the dropout problem and is based on personal interviews with the students. Survey results are presented according to beliefs about community drug and alcohol problems, patterns of drug use, reasons for using drugs, drug information sources, and other related information. The relationship between the use of controlled substances and school dropouts and dismissals is discussed. Findings are summarized and recommendations are made. The appendices contain the Personal Interview Questionnaire and a sample of detailed suspension, expulsion, and attendance policies. (NRB)

Descriptors: Adolescents; Alcoholic Beverages; *Drinking; *Dropout Characteristics; Dropout Research; *Dropouts; *Expulsion; High Schools; *Illegal Drug Use; Student Attrition ; *Suspension; Withdrawal (Education)

Identifiers: Arkansas

DIALOG File 1: ERIC - 66-87/FEB

ED260322 CG018415
Dropout Prevention: Staff Development Program.
Evans, Sandra Nicola; And Others
Mississippi State Dept. of Education, Jackson. Div. of Instruction.
Dec 1984
105p.; For the Dropout Prevention manual, see CG 018 414.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Mississippi
Journal Announcement: RIEJAN86
Government: State
Target Audience: Practitioners

This publication is designed to accompany the "Dropout Prevention" manual (1984) and to serve as a guide for the staff development training of administrators, faculty, and staff in the initiation of a dropout prevention program. The staff development program contains materials to assist staff in becoming aware of the scope of the dropout problem in Mississippi, acquaint staff with the characteristics of potential dropouts, instruct staff in how to use instruments designed to identify potential dropouts, and recommend programs for staff to help keep students in school. This manual is divided into three sections. The first section contains an overview of the proposed Performance Based Accreditation Standards related to the dropout prevention program, a definition of a dropout, and a discussion of dropout problems in Mississippi. The second section focuses on the elementary school potential dropouts. Nonattendance in elementary school, identification of the poorly adjusted child, and a recommended program for elementary school children are considered. The final section is designed for secondary school staff and includes discussions of characteristics of potential dropouts, recommendations for changing the behavior of potential dropouts, an alternative classroom for dropouts with discipline problems, a dropout prevention program, and assistance for those who do drop out. Transparencies, suggestion lists, and handouts are included in the appendices. (NRB)

Descriptors: Administrators; Dropout Characteristics; *Dropout Prevention; Dropouts; Elementary Secondary Education; *High Risk Students; *Potential Dropouts; *Program Implementation; School Holding Power; *School Personnel; *Staff Development; Student Attrition; Truancy
Identifiers: Mississippi

ED260321 CG018414
Dropout Prevention.
Cage, Bob N.; And Others
Mississippi Univ., University. Bureau of Educational Research.
Jun 1984
72p.; For the Dropout Prevention Staff Development Program, see CG 018 415.
Sponsoring Agency: Mississippi State Dept. of Education, Jackson. Div. of Instruction.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Mississippi
Journal Announcement: RIEJAN86
Government: State
Target Audience: Practitioners

This manual presents a viable school program for grades K-12 to help reduce the number of school dropouts. Characteristics of potential dropouts and alternative programs to meet the needs of these students are given. Although this manual is divided into sections for elementary (K-6) and secondary (7-12) school students, many of the ideas presented are appropriate for either of the two grade spans. Section A is devoted to grades K-6 and includes discussions on nonattendance in elementary school and on identifying the poorly adjusted child. The Elementary School Pupil Adjustment Scale (ESPAS) is recommended for use by teachers to help in identifying potential dropouts in grades K-3, and the Dropout Alert Scale (DAS) is recommended for use in grades 4-6. A list of 15 potential dropout characteristics is provided and a dropout prevention program for elementary students is outlined. Section B is devoted to grades 7-12 and includes discussions on 16 characteristics of potential dropouts and the use of the DAS to identify them, recommendations for changing the behavior of potential dropouts; an alternative classroom for potential dropouts with discipline problems; a dropout prevention program; and a plan for helping dropouts make a start in the outside world. Appendices contain the ESPAS form with instructions for use, the DAS form and scoring key, and the School Sentiment Index for secondary school students. (NRB)

Descriptors: Administrators; *Dropout Characteristics; *Dropout Prevention; Dropouts; Elementary Secondary Education; *High Risk Students; *Potential Dropouts; *Program Implementation; School Holding Power; Student Attrition; Teachers; Truancy
Identifiers: Mississippi

ED260307 CG018399
Dropouts: A Review of Literature. Project Talent Search.
Self, Timothy C.
Northeast Louisiana Univ., Monroe.
Apr 1985
53p.; Title page is entitled "High School Retention: A Review of Literature."
Available from: Northeast Louisiana University Graphic Services, Brown Stadium, Monroe, LA 71209 ($8.00).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIEJAN86

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This report reviews the research literature from 1975-1983 on potential secondary school dropouts and strategies for effective dropout prevention programs. The information provided is intended to help communities in modifying and/or constructing treatment programs for potential dropouts. The report is divided into three sections. In the first section, Characteristics of Potential Dropouts, research from eleven sources is reviewed. A profile of a potential high school dropout is suggested, in which the dropout's characteristics are listed as poor academic and reading ability, a dislike of school, little participation in extracurricular activities, poorly educated parents, high grade retention, discipline problems, low socio-economic status, a broken home, poor self-concept, low aspirations, and high absenteeism. In the second section, Reasons for Dropping Out, literature from eight sources is reviewed and ten reasons for dropping out are suggested: lack of interest, academic failure, poor reading ability, discipline problems, poor student-teacher relationships, employment, marriage, pregnancy, dangerous school grounds, and high absenteeism. In the third section, Dropout Prevention Programs, programs from 15 sources are reviewed and categorized as alternative school programs, vocational education programs, school modification programs, or counseling programs. Intervention strategies are suggested, including individualized instruction, teaching basic academic skills and vocational education, improving teacher-student relationships, counseling, getting students involved in extracurricular activities, and helping students develop a positive attitude toward school. A chart and a list summarizing the preceding material is provided for each section. (NRB)

Descriptors: Academic Failure; *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Research; *High Risk Students; High School Students; *Potential Dropouts ; School Holding Power; Secondary Education; Student Attrition ; Student Problems; Teacher Student Relationship; Truancy

ED260163 UD024378
Replicating Exemplary Holding Power Programs 1983-84.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
[1984
53p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIEDEC85

As part of an effort to reduce the dropout rate in New York City public schools, a new project called Replicating Exemplary Holding Power Programs was created in June, 1983. Five schools participated as "demonstrators" because they were judged to have noteworthy holding power programs. Five additional "buddy" schools were chosen by the principals of the demonstrator schools. Each of the ten schools was allocated $100,000 to expand and improve holding power strategies aimed at incoming students. Spending was at the principals' discretion; in general, the trend was to use the funds for additional staff and staff time. The schools did not use uniform criteria in selecting program participants; though each school targeted ninth graders, two schools targeted some tenth graders as well. Attendance monitoring was an important facet of the holding power program at all ten schools. In addition, all but one school placed primary focus on one or more of the following: high-interest classes, counseling, and concentrated staff time for small groups of students. Student outcomes showed that the most successful schools were generally those which served only special groups of ninth graders and had a large number of holding power program components. As a whole, targeted students showed higher attendance, promotional, and achievement rates than their comparison groups. (KH)

Descriptors: Academic Achievement; *Attendance; *Dropout Prevention; Enrichment Activities; High Schools; *Program Effectiveness; *School Holding Power; Student Promotion
Identifiers: New York (New York); *New York City Board of Education

ED260161 UD024376
Teacher Culture in Successful Programs for Marginal Students.
Nauman, Craig
1985
46p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Chicago, IL, 1985).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEDEC85

In successful programs for marginal youth, teachers extend their role and create bonds with their students. In the extended role, teachers interact with students in a more personal way, provide learning experiences that promote competence and success, and establish and maintain high but realistic expectations. This role requires the development of a culture in which the teacher's beliefs, values, and behaviors more closely resemble those of a professional. These hypotheses were tested in a field study of the teacher culture of four successful dropout prevention programs and involved 150 high school students and 14 teachers. In particular, the nature of student-teacher relationships, the meaning of school and schoolwork, use of time and space, decision-making, and power were investigated. Analyses of the data revealed that a common teacher culture existed among the four programs. Teachers were accorded the power to control curriculum, and had complete control over teaching methods. Curriculum content was perceived as less important than personal development, but mastery of curriculum content was viewed as a means to promote success and to give students feelings of self worth. Students

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were treated as individuals, both academically and personally; the extended role of the teacher allowed students and teachers to get to know each other as people. Although all of the programs had a strong leader, decisions were frequently made as a group. And finally, the teachers, who maintained collegial relationships among themselves, were relatively independent of administrative constraints. A five-page bibliography concludes the document. (KH)

Descriptors: *Dropout Programs; Nontraditional Education; Professional Autonomy; Secondary Education; Special Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Participation

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ED259069 UD024343

Dropout Prevention: A First Step. The Story of New York City's Implementation of Education Law 3602(25) Relating to Attendance Improvement and Dropout Prevention.

Foley, Eileen; Warren, Constancia
Public Education Association, New York, N.Y.
1985
102p.
Sponsoring Agency: Foundation for Child Development, New York, N.Y.; Morgan Guaranty Trust Co., NY.; New York Community Trust, N.Y.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV85

The findings of a task force study of New York City's implementation of a State dropout prevention law are provided in this report. An introduction describes briefly the historical background of the legislation, called the Attendance Improvement-Dropout Prevention program, which provided $28 million in supplemental funds to school districts with poor attendance rates. The introduction also outlines the study's purpose and organization. Five chapters follow, each addressing a different aspect of the legislation's implementation in New York City, which received 80% of the available funds. Chapter 1 discusses the political context in which the legislation emerged. An analysis of the explicit provisions of the legislation is presented in Chapter 2. Chapter 3 presents a chronology of the various intergovernmental actions which were required to bring the policy to the doorstep of implementation. Chapter 4 details the efforts of five community school districts to plan and implement programs. It pays special attention to the political and organizational characteristics of those districts, as well as the attitudes of the school personnel which circumscribed program selection and implementation. In Chapter 5 the findings of the various parts of the study are summarized and the conclusions of the earlier sections are related to each other. An appendix contains a description of the methodology used in the study. (KH)

Descriptors: *Dropout Prevention; *Dropout Programs; Educational Finance; High Schools; Program Evaluation; *Program Implementation; *State Aid; State Programs; *State School District Relationship

Identifiers: *New York; *New York (New York)

ED259047 UD024316

Keeping Kentucky's Students in School: An Initial Report on Dropout Prevention.

Kentucky State Dept. of Education, Frankfort.
Apr 1985
43p.; Prepared by the Kentucky Dropout Prevention Advisory Commission.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIENOV85
Government: State
Target Audience: Practitioners

The Kentucky Dropout Prevention Advisory Commission, appointed in 1984, found enough evidence to conclude that Kentucky's dropout problem is large enough to merit the development of statewide dropout prevention efforts. Any such effort, the Commission states, will require a commitment from all Kentucky officials, educators, and citizens to educate all children. Furthermore, change at all levels of the education system will be needed, along with adequate State funding of local efforts. And because dropping out is a process, not a single action, prevention programs must be aimed at all levels of education, from kindergarten to twelfth grade, and should include the child's home. Finally, the goal of any prevention effort should be not merely to keep students in school for 12 years, but to provide a quality education to all students. The Commission's specific recommendations to the State Department of Education include the following: (1) define the "dropout"; (2) count the number of dropouts, by district and school; (3) assume a major leadership role; (4) provide funding for local educational authorities to maintain adequate support services for students; (5) expand the current remediation program to grades 3 and 4 and develop methods of reducing the need for remediation; (6) address the special needs of middle and junior high school students and of senior high school students with technical assistance and special funding; and (7) eventually raise the compulsory attendance age to 18 or graduation. (KH)

Descriptors: Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Educational Policy; Elementary Secondary Education; Potential Dropouts; *State Aid; *State School District Relationship; Statewide Planning

Identifiers: *Kentucky

ED258771 RC015341

Higher Education Students from Rural Communities: A Report on Dropping Out.

Brown, Dennis E.
Apr 1985
20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; New Mexico
Journal Announcement: RIENOV85

In order that college and university educators and administrators could design a strategy for dealing with rural student dropouts, this study reviewed existing research on rural students who drop out of higher education. Although some research challenges the relationship between persistence in college and rural/urban background, corroborated findings indicated that students from small high schools were more likely to drop out than students from large schools. Some social factors affecting the rural dropout rate are low economic status, low family expectations, and geographic isolation. Little research has been done on rural women students but that which has suggests that rural females may have greater needs than rural male students. Research on rural students' academic ability in higher education presents conflicting views. Non-academic factors, such as the transition from a rural community to a college community, may impact the rural student dropout rate. Although there is abundant research regarding dropout intervention techniques, little is available regarding rural student attrition. Providing specialized campus services for rural and small town students might be one answer. Results of this study strongly suggest the need for research validating causes of the high dropout rate of rural students and the need for research on intervention techniques. (PM)

Descriptors: Academic Achievement; Academic Aspiration; Academic Persistence; *Dropout Prevention; *Dropout Research; Dropouts; *Higher Education; *Literature Reviews; *Rural Schools; Rural Urban Differences; Secondary Education; Services; Socioeconomic Influences

ED258640 JC850353

A Practical Partnership.

Lieberman, Janet E.
La Guardia Community Coll., Long Island City, N.Y.
Jul 1985
24p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV85
Target Audience: Practitioners

Middle College, a high school program on the LaGuardia Community College campus, was designed to reduce the urban dropout rate, to prepare students more effectively for work or college, and to attract more students to higher education. As a public alternative high school on a college campus, the program creates a continuum between high school and college, featuring flexible pacing, broad curriculum options, service-oriented career education with required internships for all students, and a college environment. The school opened in 1974, with 125 students in the 10th grade. Each year, 125 more students were added after local junior high schools identified them as probable dropouts. This report on Middle College focuses on: (1) background information on the establishment of the program; (2) Middle School's service to the joint missions of the community college and the high school; (3) the Cooperative Education Program; (3) curriculum and the organization of high school and college course options; (4) problems that have been encountered and the way these problems were resolved; and (5) keys to the success of the Middle College program (e.g., the assumption of adulthood and respect for personal decisions of students, emphasis on awareness of personal options and control, and the power of the college environment). Finally, suggestions for the development of similar programs are offered, including early admission of the academically able student, cooperation between college and high school faculties, and institutional restructuring. (HB)

Descriptors: *College School Cooperation; Community Colleges ; Cooperative Education; *Dropout Prevention; High Risk Students; *High Schools; High School Students; Program Descriptions; *Urban Education

Identifiers: *City University of New York La Guardia Comm Coll

ED258095 CG018297

Dropouts from the Chicago Public Schools: An Analysis of the Classes of 1982, 1983, 1984.

Hess, G. Alfred, Jr.; Lauber, Diana
Chicago Panel on Public School Finances, IL.
24 Apr 1985
113p.; Support for this research was provided by Lloyd A. Frey Foundation. Tables may not reproduce well due to small print.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIENOV85

Many studies of high school dropout rates have compared the number of graduates with the number of enrolled freshmen. An adequate representation of the dropout rate, however, must combine all categories of leaving school before graduation, and a longitudinal approach must be employed. A joint venture between the Chicago Panel on Public School Finances and the Department of Research and Evaluation of the Chicago Board of Education was designed to track all entering freshmen who entered a Chicago public school as part of the graduating

(cont. next page)

classes of 1982-1984. Each student's entry was tracked along with information on whether or not he transferred, graduated, was retained, or dropped out. The results indicated that the dropout rate for the class of 1982 was 43 percent, with similar figures estimated for 1983 and 1984. Hispanics and Blacks were the most likely to dropout, with overage males with low reading scores most at risk. Dropout rates at the city's 63 high schools varied considerably, with the lowest rates at the schools with the best reading scores and the fewest overage students. It is the conclusion of this study that the Chicago Public School System operates a two-tiered high school system which concentrates dropout prone students into inner city Black and Hispanic high schools. (The report includes an executive summary with recommendations; a systemwide analysis of the class of 1982 by dropout rate, age, reading score, gender, and race; a school level analysis of outcomes; three year comparisons of the classes of 1982, 1983, 1984; an assessment of the financial impact of dropouts; a description of the study methodology; and various tables and appendices.) (NRB)

Descriptors: Adolescents; Age Differences; •Black Students; •Dropout Rate; Dropout Research; •High Risk Students; •High Schools; •Hispanic Americans; Males; Student Attrition

Identifiers: •Chicago Public Schools IL

ED257964 CE041613

Oregon High School Follow-up Study. Statewide Findings.

Owens, Thomas R.

Northwest Regional Educational Lab., Portland, Oreg.

Oct 1984

61p.

Sponsoring Agency: Oregon State Dept. of Education, Salem. Div. of Vocational Education.; Washington County Education Service District, Portland, OR.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Oregon

Journal Announcement: RIENOV85

A followup study collected data from and concerning 1981 high school graduates and early leavers from 19 schools throughout Oregon in order to determine the effects of vocational training on employment and further education beyond high school. Data from 1,296 former students, 672 of whom had taken at least one year of vocational cluster courses, were analyzed along with the responses of 65 vocational education teachers to a vocational education program features survey. Approximately half of the former vocational education students were working full-time, 19 percent were employed part-time and 30 percent were enrolled in school. Among the former nonvocational students, 41 percent were employed on a full-time basis, 21 percent had part-time jobs, and 41 percent were enrolled in school. Five percent of each group were unemployed. Wages did not differ between former vocational and nonvocational students; however, females in both groups earned significantly less than their male counterparts. Less than 10 percent of respondents in each group were dissatisfied with their current job. Fifty-nine percent of the vocational graduates and 40 percent of the nonvocational graduates judged their vocational courses to be closely or somewhat related to their current job, with approximately half of the respondents in each group wishing they had taken more vocational classes while in high school. (This paper includes 31 tables and a copy of the student survey instrument.) (MN)

Descriptors: •Academic Achievement; Comparative Analysis; Dropout Research; •Dropouts; Educational Attitudes; Educational Benefits; •Employment Patterns; Females; Followup Studies; Graduate Surveys; •High School Graduates; Influences; Job Satisfaction; •Outcomes of Education; Postsecondary Education; Program Content; Questionnaires; Salary Wage Differentials; School Role; Secondary Education; State Surveys ; Tables (Data); Teacher Attitudes; •Vocational Education; Vocational Education Teachers

Identifiers: Impact Studies; •Oregon

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*ED257963 CE041612

Retention of Students in Vocational Programs. A Sourcebook of Strategies for High School Educators.

New Hampshire State Dept. of Education, Concord. Div. of Instructional Services.

1985

56p.; For a related document, see CE 041 611.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); BIBLIOGRAPHY (131)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIENOV85

Government: State

Target Audience: Practitioners

This handbook contains materials to assist high school teachers in increasing enrollment and completion rates in vocational programs preparing students for entry into nontraditional occupations. The first part of the manual outlines practices and activities addressing the following areas: guidance and counseling, special events for students, public relations, direct instruction, communication and the news media, extracurricular activities, use of instructional media, curriculum, assessment, parent and community involvement, administration and management, and staff development and training. Included in the second section are abstracts of 26 different documents dealing with vocational educators' workshops, parent workshops, bibliographies, simulations, sourcebooks, and research reports covering strategies for promoting nontraditional enrollments. An annotated list of recommended curriculum materials is provided in the third section. (MN)

Descriptors: Abstracts; Classroom Techniques; Community Involvement; Counseling Techniques; Curriculum Development; •Dropout Prevention; Educational Media; Educational Practices;

(cont. next page)

Educational Strategies; Extracurricular Activities; Guidelines ; High School Students; Instructional Materials; Learning Activities; •Nontraditional Occupations; Parent Participation; Program Administration; Program Implementation; Publicity; Public Relations; School Counseling; •School Holding Power; Secondary Education; Staff Development; Student Evaluation; •Student Recruitment; Teacher Workshops; •Vocational Education ; Workshops

ED257927 UD024292
Report of the National Invitational Working Conference on Holding Power and Dropouts (New York, New York, February 13-15, 1985).
Mann, Dale
Columbia Univ., New York, N.Y. Teachers College.
13 Mar 1985
55p.
Sponsoring Agency: American Can Co. Foundation, Greenwich, CT.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120)
Geographic Source: U.S.; New York
Journal Announcement: RIEOCT85

The conference summarized here brought together participants from 12 public school districts and 34 observers from government agencies, foundations and community organizations. The attendees addressed the concern that the reform agenda of American public schooling is insufficiently sensitive to needy children who have dropped out of school or who may be at risk of doing so. The chairman's personal observations of the conferencees' conclusions are provided on the following subjects: (1) the need for obtaining better data; (2) reasons for the absence of more accurate information; (3) improving the information base; (4) holding power in schools vs. post-school remediation; (5) "successful" programming; (6) the Comprehensive Competencies Program; (7) outcomes; (8) obstacles; and (9) who is to blame for the existing problems. The first appendix lists the guests at the conference, while a second provides the agenda. Appendix 3 plots program variables by district (the 12 districts represented at the conference), in terms of policy and services for dropouts or potential dropouts. Categories reviewed include: (1) diagnosis for student selection; (2) program learning content; (3) program delivery; (4) resources; and (5) evaluation. Appendix 4 addresses population characteristics, graduation requirements, degree options, and information management practices of individual districts. The paper "Uncommon Sense: School Administrators, School Reform and Potential Dropouts," by Edward L. McDill, Gary Natriello, and Aaron M. Pallas, is also appended to the report. (RDN)

Descriptors: Administrator Role; Conferences; •Disadvantaged Youth; Dropout Characteristics; •Dropout Prevention; Dropout Programs; •Dropout Research; •High Risk Students; •Information Needs; Potential Dropouts; Program Improvement; Public Policy; Public Schools; Research Problems; School Districts; •School Holding Power; Secondary Education; Urban Schools

ED257926 UD024289
The 1983-84 Dropout Report.
New York City Board of Education, Brooklyn, N.Y.
May 1985
60p.; Prepared by the Analytic Studies Unit.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIEOCT85

Data on dropout patterns in New York City Public Schools are provided and analyzed in order to identify issues to be addressed and contribute to the establishment of standards and criteria for program development. Part I introduces the key questions to be asked. In Part II, the term dropout is defined according to State Education guidelines; the criteria for gauging high school and system-wide dropout rates are articulated; the structure of the school system is outlined; and procedures for dropout accounting are described. Part III lays out the findings in terms of: (1) the annual dropout percentage and projected four-year dropout rates; (2) a comparison of 1983-1984 and 1982-1983 dropout rates; (3) reasons for discharge; (4) a further examination of day high school dropouts; (5) all discharges from New York City schools; and (6) supplementary analyses on dropout rates among older students, the success of a retrieval plan for dropouts, figures for dropouts who re-enroll, and data on adult and continuing education students. Part IV draws together the conclusions. Three appendices present admission and discharge codes; figures for dropouts and graduates from academic, vocational, and alternative high schools; and a history of dropout accounting in New York City. (RDN)

Descriptors: Adult Education; •Dropout Characteristics; •Dropout Prevention; •Dropout Programs; •Dropout Rate; Dropout Research; High Schools; Nontraditional Education; •Recordkeeping; Research Methodology; Student Attitudes; Vocational Education
Identifiers: •New York (New York)

ED257889 UD024163
Operation Success: Sponsored by the New York State Education Department. A Cooperative Program of Federation Employment and Guidance Service, the New York City Board of Education and the United Federation of Teachers. Evaluation Report, Year Ending June 30, 1983.
City Univ. of New York, Flushing, N.Y. Queens Coll.
Feb 1984
222p.; Prepared by CUNY's Center for Labor & Urban Programs, Research & Analysis.

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DIALOG File 1: ERIC - 66-87/FEB

Sponsoring Agency: New York State Education Dept., Albany.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIEOCT85

Operation Success is a pilot project funded by the New York State Education Department to provide support services to high school dropouts and potential dropouts. It offers programs, including employment programs, intended to develop skills, self-awareness and self-direction, enourage career goals, and develop appropriate attitudes toward the world of work. In its first year (1982-83), Operation Success provided in-school, supplementary services to 1,764 New York City students at three separate schools. At year's end, 93 percent of the participants were still enrolled (or had graduated), and the program had managed to bring 232 dropouts back to school. Moreover, the program's success had had a "spillover effect" within the participating high schools: their total attendance increased by 4 percent, and enrollment at the three schools rose 10 percent (compared with an 8 percent decline in the prior year). Operation Success resulted in major changes in students' attitudes toward school and teachers, and these shifts in attitude were reflected by positive changes in parents' feelings toward the schools. (The narrative portion of this evaluation report is followed by appendices containing 48 statistical tables, feedback from the high schools, and labor market information for New York City.) (KH)

Descriptors: Attendance; Dropout Characteristics; *Dropout Prevention; Dropout Programs; *Dropouts; Economically Disadvantaged; Employment Programs; Enrollment; High Risk Students; High Schools; Parent Attitudes; *Potential Dropouts; Program Development; *Program Effectiveness; Program Evaluation; Services; Student Attitudes

Identifiers: *New York (New York); *Operation Success

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*ED257849 TM850290

Coordinated Vocational Academic Education, 1980-1983.

Tees, Sandra; And Others

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

14 Mar 1984
29p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Texas
Journal Announcement: RIEOCT85

Coordinated Vocational Academic Education (CVAE) is offered at three middle schools in the Fort Worth Independent School District, Texas. Courses in automobile mechanics, cosmetology, and home and community services are provided for potential dropout students who meet specific criteria: (1) low achievement; (2) inadequate communication skills; and/or (3) social or emotional problems which interfere with performance. This evaluation studies three student cohorts (CVAE classes of 1980-81, 1981-82, and 1982-83) to assess CVAE impact on survival rate (students remaining in school) and attendance, academic achievement, citizenship, and market demand for skills developed. Findings indicate that the 132 CVAE students on the whole show positive changes in grade point averages, Iowa Tests of Basic Skills (ITBS) scores, and citizenship marks during the program year. A large percentage of students in classes from 1980 to 1983 have enrolled for the 1983-84 school year. There was no improvement in attendance. Salability of skills is adequate. Some impact may be lost due to lack of ninth grade follow-up programs. Appendices contain six tables showing average percent attendance; grade point averages for math, English, science, and social studies; and principal comments on the CVAE program. (BS)

Descriptors: Achievement Gains; Attendance Patterns; Cohort Analysis; Disadvantaged Youth; *Dropout Prevention; *Dropout Programs; Grade 8; Low Achievement; Middle Schools; *Problem Children; Program Evaluation; School Counseling; School Districts; Secondary Education; State Programs; Student Behavior; Student Motivation; *Vocational Education

Identifiers: Coordinated Vocational Academic Education; *Fort Worth Independent School District TX

ED257032 CG018302

Raising Standards and Retaining Students: The Impact of the Reform Recommendations on Potential Dropouts.

McDill, Edward L.; And Others

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Apr 1985
56p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Grant No.: NIE-G-83-0002
Report No.: CSOS-358
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEOCT85

This paper examines the potential influence of school reform policies on the high school dropout rate. We summarize a diverse set of reports on American education which recommend increasing academic standards in schools as a means for improving secondary school performance. We also describe our understanding of the processes by which youngsters drop out of school. In light of these diverse literatures, we show that raising standards may have both positive and negative consequences for potential dropouts. On the positive side, raising standards may encourage greater student effort and time on schoolwork, and thus lead to higher levels of achievement. On the negative side, raising the standards may increase academic stratification within schools and cause more school failure, with no apparent remedies. Because of these

(cont. next page)

potential negative consequences of raising standards, we assess the literature on intervention programs designed to reduce delinquent behavior and school dropout. We suggest that alterable organizational characteristics of schools can help buffer the potentially negative consequences of raising academic standards for students at risk of dropping out. We conclude by calling for rigorous evaluations of the implementation and measurable effects of school reform efforts, in the context of a "full enrollment model" of program effectiveness. (An 18-page bibliography concludes the paper.) (Authors)

Descriptors: Academic Aspiration; *Academic Standards; *Dropout Prevention; *Dropouts; *Educational Change; Educational Quality; *High Risk Students; *Institutional Characteristics; Literature Reviews; School Effectiveness; Secondary Education; Student Improvement

Identifiers: National Commission on Excellence in Education

ED256902 CE041421

Progressing to College: A 14-16 Core. An FEU View.

Further Education Unit, London (England).

Apr 1985

15p.

Report No.: ISBN-0-946469-63-6

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: United Kingdom; England

Journal Announcement: RIEOCT85

The Further Education Unit (FEU) believes that young school leavers should be able to check their achievements against a core of entitlement. Therefore, the FEU is proposing a core curriculum to support the successful transition of the school leaver aged 16 or older to adult life. The core, which is intended to serve as a diagnostic and planning checklist from which individual programs can be constructed, addresses the following areas: adaptability, role transition, physical skills, interpersonal skills; values, communication and numeracy, problem solving, information technology, society, learning skills, health education, creativity, environment, science and technology, and coping. Teachers should incorporate such pupil learning strategies as experiential learning, participation and negotiation, and community involvement into transition programs based on core objectives to encourage pupils to internalize and apply their learning, take responsibility for it, and recognize a variety of experiences as a part of it. Preservice and inservice training that reflect the broadening of the role of teachers to become managers of learning should be provided, and school organization should be reappraised to support the achievement of core aims. Extensive publicity will also be necessary so that practitioners, parents, and industry will accept the new core. (MN)

Descriptors: Articulation (Education); Basic Skills; Behavioral Objectives; Classroom Techniques; *College Preparation; Coping; *Core Curriculum; Daily Living Skills; Delivery Systems; *Developmental Studies Programs; *Dropout Programs; *Educational Needs; Educational Policy; Foreign Countries; Position Papers; Program Implementation; Publicity; Secondary Education; *Transitional Programs

Identifiers: *Great Britain

ED256640 SO016329

The Drop-Out Problem in Primary Education: Towards Universalization of Primary Education in Asia and the Pacific--Some Case Studies: China, India, Peninsular Malaysia, Socialist Republic of Viet Nam, Sri Lanka, and Thailand.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

1984

258p.; Some charts contain small print.

Available from: UNIPUB, 205 East Forty-Second St., New York, NY 10017 ($20.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: COLLECTION (020); BOOK (010)

Geographic Source: Thailand

Journal Announcement: RIESEP85

Government: International

The ways in which six developing countries in Asia are dealing with the problem of children dropping out of elementary school are discussed in these essays. One of the persistent problems that has deterred universalization of primary education is the early dropping out of children from schools. Case studies describing the magnitude and causes of dropout and actions being undertaken to prevent dropout are provided for the countries of China, India, Peninsular Malaysia, the Socialist Republic of Viet Nam, Sri Lanka, and Thailand. There is much variation concerning the dropout problem both between and within Asian countries. In general it can be said, however, that countries with high dropout rates also have high repetition rates, inadequate school provision, low female enrollment, and disparities of dropout between urban and rural children. Because high repetition and high dropout rates usually occur in the early school grades, careful attention must be paid to grade 1 and preschool education. Community and nonformal educational resources must be used and incentives must be provided, especially to females. (RM)

Descriptors: Case Studies; Comparative Education; *Developing Nations; Dropout Characteristics; Dropout Prevention; *Dropouts; Educational Development; Educational Needs; Educational Opportunities; Elementary Education; Equal Education; Foreign Countries

DIALOG File 1: ERIC - 66-87/FEB

ED255595 UD024143

Hispanic School Dropouts: The Extent and Relevance of Pre-High School Attrition and Delayed Education.

Hirano-Nakanishi, Marsha

National Center for Bilingual Research, Los Alamitos, Calif.

[1984

35p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: NIE-00-CA-80-0001

Report No.: NCBR-R-17

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEAUG85

Using the 1976 Survey of Income and Education, and focusing on Hispanics aged 14 to 25, analyses were conducted to assess when in the schooling process Hispanics drop out. Findings suggest that over 40 percent of all Hispanic dropouts leave school before reaching the 10th grade, with most of the pre-high-school attrition occurring at the junior high school level. Dropping out among Hispanics peaks in the 11th grade (30 percent of all Hispanic dropouts), followed by a sharp decline in the 12th grade (7 percent). Analysis of descriptive statistics regarding pre-high-school attrition and delay suggests that regional differences in policies regarding school leaving and delay may exist, that sophomore-aged Puerto Ricans are most likely to experience delay among Hispanic subgroups, and that socioeconomic, language-related and immigration factors are related to delay and pre-high-school attrition. In view of these findings, it is important that researchers focus on the junior high school period in which significant numbers of Hispanic youth drop out of school and/or experience substantial delays in their educational progress. Furthermore, pre-high-school attrition statistics should be regarded as social indicators and analyzed on a regular basis for Hispanics and other relevant subgroups, in order to review trends regarding the attrition issue. (KH)

Descriptors: Age Differences; •Dropout Characteristics; •Dropout Rate; •Dropouts; Educationally Disadvantaged; High Schools; •Hispanic Americans; Immigrants; Influences; Junior High Schools; Language Dominance; •Secondary School Students; Student Promotion

ED254356 RC014994

Report to the State Department of Education Task Force on Migrant Education.

Rollason, Wendall N.

Redlands Christian Migrant Association, Immokalee, FL.

9 Aug 1984

184p.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL85

Target Audience: Policymakers

The report presents Redlands Christian Migrant Association's (RCMA's) position on Florida's Migrant Education Program, the program changes sought by RCMA, and background and back-up materials. The packet of materials includes brief discussions of the background and reactivation of the Task Force on Migrant Education; State Board of Education instructions to the Task Force; memos of instructions from Florida's Bureau of Compensatory Education to selected superintendents and agency heads; transcript excerpts from the April 5 and 19 meetings of RCMA with the State Board of Education; a federal review of Florida's migrant education program and the state's response; various compilations of statistics on Florida's migrant children; and pertinent news clippings. The report also provides a memorandum from the Florida Department of Education on the benefits of the Early Childhood Program; an excerpt from the report "What Effective Schooling Research Says to Migrant Education Program Planners" (by William G. Savard and Kathleen Cotton) discussing parent participation in instructional programs; the State Cabinet's concerns about school children and the schools; a "bill analysis" of State Representative Bob Johnson's bill creating the Dropout Prevention Target Program and a copy of the bill itself; "A Study of Florida Secondary School Dropouts," a final report by MGT of America, Inc.; and a table entitled "Survival Ratios by Grade Groups for the Total School Population and Identified Migrants 1979-1982." (NQA)

Descriptors: Academic Achievement; •Dropout Prevention; Dropout Rate; Early Childhood Education; •Educational Finance; Educational Legislation; Educational Research; Elementary Secondary Education; Enrollment; Family Characteristics; •Migrant Education; Parent Participation; Program Administration; Program Effectiveness; Questionnaires; •State Action; •State Programs

Identifiers: •Florida; Redlands Christian Migrant Association

ED254353 RC014924

Coca-Cola Hispanic Education Fund: Los Angeles Program Description.

Coca Cola Bottling Co. of Los Angeles, CA.

1984

10p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL85

The Coca-Cola Hispanic Education Fund was created in response to the high school dropout problem in Los Angeles. The Fund enables the Coca-Cola Bottling Company of Los Angeles to build upon the successful relationship it has developed in the Hispanic community and maximizes the effectiveness of

(cont. next page)

existing student support programs by directing needy students into these programs at an early stage. Administrators, counselors, teachers, and aides identify sophomore students who during their junior high school careers were known to have academic, attendance, economic, family, and other problems. Both team teaching and the buddy system approach are employed in assisting these students. Major program components are the Student Identification, Incentive Activities, Orientation, Instructional Core, and Tutoring Projects. Program activities are enhanced by such existing school programs as the Attendance Motivation Program, Chapter 1 teacher and student assistance services, student orientation and government programs, youth services programs, and other on-going projects sponsored by the Coca-Cola Company. Program evaluation will involve analyses of individual and group attendance patterns and student progress; observations of program procedures and activities by teachers, students, parents, and administrators; review of periodic reports; and feedback from a Program Advisory Council comprised of school system, civic, political and business representatives. (NQA)

Descriptors: *Dropout Prevention; *Hispanic Americans; *Private Financial Support; Program Evaluation; *School Business Relationship; *School Community Relationship; Secondary Education; Student Motivation

Identifiers: *California (Los Angeles); *Coca Cola Hispanic Education Fund

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ED253842 CG018107

For Whom the School Bell Tolls: The Impact of Dropping Out on Cognitive Performance. Report No. 356.

Alexander, Karl L.; And Others

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Jan 1985

42p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-83-0002

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEJUL85

Target Audience: Researchers

Although much has been written about the ineffectiveness of schools in imparting cognitive skills, there is little reliable knowledge by which to judge such claims. While the typical school effectiveness study focuses on variation in educational outcomes between organizational units, there have been few studies which compared "school" and "non-school" populations. The purpose of this paper is to assess the contribution of formal schooling to cognitive development. Using data from the sophomore cohort of the High School and Beyond project, patterns of cognitive development for graduates and dropouts over a 2-year interval were compared. With the effects of social background, sophomore test performance, and prior academic adjustment controlled, the average difference in cognitive test performance that may be attributable to the effect of staying in school is about one-tenth of a standard deviation. Moreover, dropping out of school has its most severe negative effects upon disadvantaged students. (Author)

Descriptors: *Cognitive Development; Comparative Analysis; Dropout Research; *Dropouts; *High School Students; *Outcomes of Education; Performance Factors; School Role; Secondary Education

Identifiers: Impact Studies

ED253744 CE040757

Job Corps Amendments of 1984. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session on S. 2111, to Amend Part B of Title IV of the Job Training Partnership Act, to Strengthen the Job Corps Program.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

8 Feb 1984

175p.; Document contains small type.

Report No.: S-Hrg-98-1153

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL85

Government: Federal

This Congressional report contains testimony pertaining to amending the Job Training Partnership Act (JTPA) to strengthen the Job Corps Program. The primary focus of the hearing was on the current adequacy and future potential of the Job Corps' vocational and basic education programs, facilities and equipment, residential living and enrichment programs, as well as the adequacy of the Department of Labor's budget and personnel resources to achieve Job Corps' goals. Included among those persons providing testimony at the hearing were representatives of the following agencies and organizations: Teledyne Economic Development Company; Management and Training Corporation; the National Football League Players Association; Minact, Inc.; and the Singer Company. A Job Corps vocational review and a memorandum from Peter E. Rell, the director of the Office of Job Corps, concerning establishment of performance standards for Job Corps Centers are also provided in the text of the hearing. Statements were also presented by Patrick J. O'Keefe, of the U.S. Department of Labor, and by Jennings Randolph, a U.S. Senator from West Virginia. (MN)

Descriptors: Cooperative Planning; Cooperative Programs; Disadvantaged Youth; *Dropout Programs; *Economically Disadvantaged; Educational Cooperation; Educational Equipment; Educational Facilities; *Educational Legislation; Educational Needs; Educational Objectives; Evaluation Criteria; *Federal Legislation; Financial Needs; Financial Support; *Job Training

(cont. next page)

; Policy Formation; Program Effectiveness; Program Evaluation; Public Policy; Rehabilitation Programs; School Business Relationship; Secondary Education; Vocational Education; Vocational Rehabilitation; Youth Programs

Identifiers: Amendments; Congress 98th; Department of Labor; •Job Corps; Job Training Partnership Act 1982; Private Sector

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ED253686 CE040655

World of Work--Education and Jobs. Kit No. WW-705. Instructor's Manual. Revised.

Miles, Mamie Rose; Killingsworth, Linda

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

1984

17p.; For an earlier version of this document, see ED 169 328. For other related documents, see CE 040 651-656.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: SC-5058-76-1-211-0330

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; South Carolina

Journal Announcement: RIEJUL85

Government: State

Target Audience: Teachers; Practitioners

This instructor's manual contains activities for teaching students about the benefits derived from completing high school, sources of training for occupations, and information on finding job openings and on working part-time and full-time. It is designed for use in five periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains a student worksheet and eight transparency masters for duplication. (KC)

Descriptors: Behavioral Objectives; Career Choice; Classroom Techniques; Decision Making Skills; •Dropout Prevention; •Education Work Relationship; •Employment; •Job Search Methods ; Job Training; •Learning Activities; Occupational Information ; Part Time Employment; Prevocational Education; Secondary Education; State Curriculum Guides; Teaching Methods; Transparencies; Vocational Education

Identifiers: South Carolina

ED253595 UD023653

Educating the At-Risk Adolescent. More Lessons from Alternative High Schools. A Report.

Foley, Eileen; Crull, Peggy

Public Education Association, New York, N.Y.

1984

101p.

Sponsoring Agency: Ittleston Foundation Inc., New York, NY.; Morgan Guaranty Trust Co., NY.; New York Community Trust, N.Y.

Available from: Public Education Association, 20 West 40th Street, New York, NY 10018.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; New York

Journal Announcement: RIEJUN85

This report contains research findings on student achievement and retention at New York City alternative high schools serving dropouts and potential dropouts. After a summary and introduction, statistics are presented which reveal that alternative schools facilitate positive changes in student performance. Next, reasons for students' dropping out are discussed, and factors which influence the holding power of alternative schools are described. Differences in students' academic preparedness and the types of school programs are cited as major reasons for the fact that some schools show a higher rate of student retention. A summary of major findings is presented, with particular focus on the dropout problem. Finally, a model for establishing alternative schools (or refining existing ones) is described, and this study's principal recommendations are outlined. Methodological procedures used to collect and analyze the data contained in this report are detailed in five appendices, including a three-page interview format. (KH)

Descriptors: •Academic Achievement; Attendance Patterns; •Dropout Characteristics; Dropout Rate; Dropouts; High Risk Persons; •High Schools; Models; •Nontraditional Education; Potential Dropouts; Program Development; •School Effectiveness ; •School Holding Power

Identifiers: •New York (New York)

ED251577 UD023970

Students in New York City Public Schools, 1970-1981. Discussion of Data.

New York City Board of Education, N.Y.

[1984

28p.; Parts of tables may not reproduce well due to small and light print; For a related document, see UD 023 971.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New York

Journal Announcement: RIEAPR85

Seventeen tables of statistical data on students in New York City Public Schools are provided for the years 1970-81. The data are briefly discussed under seven categories. (1) Enrollment: from 1971-72 to 1981-82, enrollment in the public school system declined by 19.5%, most of the decline being in elementary school enrollments. A considerable decline in intermediate/junior high and high schools began in the mid-1970's, however. (2) Pupil ethnicity: Whites, the largest

(cont. next page)

group of students in 1970, were the third largest by 1981. Blacks became the largest group in 1972. Hispanics became the second largest group in 1978. (3) Pupil Attendance: attendance rates are generally stable. (4) Test Results: the trend shows that elementary and junior high school students have come closer to the national average. (5) Promotions: promotion rates in elementary, intermediate, and junior high schools have been declining over the past decade. (6) Graduates: the change in the number of graduates is generally consistent with the change in enrollment. (7) Dropout Rates in High Schools: these should be assessed with caution, as data have been only partially audited, and the method of collecting the information has changed over the years. (RDN)

Descriptors: Asian Americans; •Attendance Patterns; Black Students; •Dropout Rate; Elementary Secondary Education; •Enrollment Trends; •Ethnicity; High School Graduates; Hispanic Americans; Reading Tests; School Statistics; •Scores; Special Education; •Student Promotion; White Students

Identifiers: •New York (New York)

ED251546 UD023929

A Policy Blueprint for Community Service and Youth Employment.

Slobig, Frank J.; George, Calvin H.

Eleanor Roosevelt Inst., Hyde Park, N.Y.

Sep 1984

33p.; Prepared by The Roosevelt Centennial Youth Project. Also sponsored by the Kenworthy-Swift Foundation and the Public Welfare Foundation.

Sponsoring Agency: Edna McConnell Clark Foundation, New York, N.Y.; Field Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.

Available from: The Roosevelt Centennial Youth Project, 810 18th Street, N.W., Suite 705, Washington, DC 20006 ($2.00 per copy).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050); GENERAL REPORT (140)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAPR85

This document presents a proposal for a two-tiered community service and youth employment program. The first chapter presents youth employment data, describes the need for a work-education and community investment strategy, and discusses the proposal's underlying philosophical and economic ideas. Chapter II reviews four categories of successful work and service programs that provide examples for developing policy: (1) work experience and cooperative education; (2) remedial education and training; (3) pre-employment assistance; and (4) private sector placement activities. Chapter III presents a model of the two tiers of the proposed project, each of which would serve different goals: (1) the Community Service Corps would involve young adults who want to spend a year in transitional community service that tests their skills and encourages them to explore new interests; and (2) the Stay-in-School Program would offer training, support services and work opportunities to economically disadvantaged youths who are still in high school or have dropped out. Chapter IV briefly outlines the general principles upon which this model's delivery system options were based. The document ends with a short discussion of principles for a national community service and youth employment policy, and with a list of organizational and individual endorsements. (KH)

Descriptors: Career Education; Community Development; •Community Services; Disadvantaged Youth; •Dropouts; Education Work Relationship; •Employment Programs; Government Role; High Schools; •High School Students; Models; Public Policy; School Business Relationship; Work Experience Programs; •Young Adults; •Youth Employment

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ED251544 UD023924

The High School Drop Out and the Inner City School. Final Report of the Grand Jury in the Circuit Court of the Eleventh Judicial Circuit of Florida in and for the County of Dade. Fall Term A.D. 1983. Filed July 17, 1984.

Dade County Grand Jury, Miami, FL.

1984

55p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: LEGAL MATERIAL (090); GENERAL REPORT (140)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAPR85

Government: Local

The final report of a Florida Grand Jury investigation of the school dropout situation in Dade County is presented in this document. Information contained in the report was drawn from a questionnaire administered to 264 dropouts and potential dropouts, from a second questionnaire administered to 323 elementary school teachers, and from the testimony of 20 expert witnesses. In Sections I and II, introductory and background material are presented. In Section III, the following topics are discussed: the dropout rate, overall and for Hispanics, Blacks, and nonHispanic Whites; dropout characteristics; and what happens to dropouts after they have left school. In Sections IV through VI, the question of why dropouts leave is addressed in terms of the school, the neighborhood, and the home. The relationship between academic performance and delinquency is explored briefly in Section VII. Following this, schools in Dade County that are successful, the issue of school effectiveness, and some of Dade County's past and present efforts to bring about improvement are examined. A summary of findings and a list of recommendations are presented in the concluding section. (CMG)

Descriptors: Black Students; Delinquency; •Dropout Attitudes; •Dropout Characteristics; •Dropout Prevention; •Dropout Rate; High Schools; Hispanic Americans; •Influences; •School Effectiveness; White Students

Identifiers: •Florida (Dade County)

DIALOG File 1: ERIC - 66-87/FEB

ED251489 IM840767
Indian Education Act Project in the Portland Public Schools. 1983-84 Evaluation Report.
Yagi, Kan
Portland Public Schools, OR. Research and Evaluation Dept.
Oct 1984
26p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEAPR85

The goal of the Indian Education Act Project (IEAP) is to increase and extend the education of American Indian youths so they can better cope with a highly technological society. Statistics have indicated drop-out rates of 40 to 50 percent among American Indians, a primary factor giving rise to the urgent need for supplemental educational services to American Indian students attending public school systems. The project designed and implemented a comprehensive program to reduce attrition and to increase student attendance and achievement. The project provided a variety of activities and services (e.g., tutoring, student and parent counseling, economic support, cultural and career education) for American Indian students. The project staff also involved the American Indian community. District statistical data compiled over the last five years continue to be encouraging, showing a decline in attrition while also showing increases in attendance and achievement among American Indian students. While the educational circumstances of the American Indian students in Portland appear to be improving, federal support for this effort appears to be decreasing at a more rapid rate than the problems IEAP is trying to solve. Sufficient funding is a concern that must be reconciled in the near future. (Author/BW)

Descriptors: *Academic Achievement; *American Indian Education; *Attendance Patterns; Basic Skills; Cultural Education; Dropout Prevention; *Dropout Rate; Elementary Secondary Education; Parent Participation; Program Evaluation; *Urban American Indians

Identifiers: *Indian Education Act 1972 Title IV; *Portland School District OR

ED250421 UD023879
Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
Kaeser, Susan C.
Citizens' Council for Ohio Schools, Cleveland.
Sep 1984
51p.
Sponsoring Agency: Carnegie Corp. of New York, N.Y.
Available from: Citizens' Council for Ohio Schools, 453 The Arcade, Cleveland, Ohio 44114 ($5.00 per copy).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); RESEARCH REPORT (143)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAR85
Target Audience: Policymakers; Practitioners; Community

This guide to children out of school is addressed mainly, but not exclusively, to school districts, school personnel, and concerned citizens in the State of Ohio. The greatest focus is on the educator's role in assuring that all children are served and on finding solutions when school participation problems exist. The basic position on attendance of the Citizens Council for Ohio Schools is outlined, with an emphasis on student well-being and the importance of using data for identifying problems and developing policy. Three chapters follow, each of which discusses a different attendance problem and outlines the Council's position on the issue, as well as providing a bibliography of relevant literature. The first chapter describes Ohio's attendance legislation and considers ways of determining when absenteeism is a problem. School attendance data for Ohio are given, as are some explanations for why children stay away and some suggestions for intervention. Chapter II provides an overview of the controversy about school exclusion (relating it to the school desegregation movement) and discusses the wisdom of suspension and expulsion as disciplinary measures. Some alternatives to suspension are discussed, and legal issues and data on exclusionary practices in Ohio are considered. The subject of Chapter III is dropouts. Relevant legal issues are detailed, a history of dropping out as a major problem is presented, and Ohio dropout data are presented. Finally, some solutions to the droupout problem are considered. (KH)

Descriptors: *Attendance; *Board of Education Policy; Discipline Policy; Dropout Prevention; Dropout Rate; *Dropouts; Elementary Secondary Education; *Expulsion; *Out of School Youth; School Attendance Legislation; School Policy; State Standards; *Suspension; Truancy

Identifiers: *Ohio

ED249603 EA017153
Participation and Equity in Australian Schools. The Goal of Full Secondary Education.
Australian Commonwealth Schools Commission, Canberra.
Mar 1984
44p.
Report No.: ISBN-0-642-8741-3
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141)
Geographic Source: Australia; Australian Capital Territory
Journal Announcement: RIEMAR85
Target Audience: Policymakers

This report analyzes the Participation and Equity Program's two objectives of reducing significantly the number of

(cont. next page)

Australian students prematurely leaving full-time education and of fostering more equal education, and discusses strategies for achieving these objectives. Following a statement by the Minister of Education and Youth Affairs and an introduction, chapters are devoted to the following: state and commonwealth initiatives, selected statistics on participation and retention and participation and equity, basic principles and objectives of the Participation and Equity Program, proposed areas for action, operation of the program, administrative arrangements, and recommendations. A directory of School Commission offices in each state capital concludes the report. (Author/DCS)

Descriptors: Academic Persistence; •Access to Education; •Dropout Prevention; Dropout Rate; Educational Opportunities; •Equal Education; Nondiscriminatory Education; Objectives; Program Administration; •Program Content; •Program Development ; Programs; School Holding Power; School Statistics; Secondary Education

Identifiers: •Australia; Commonwealth Schools Commission; •Participation and Equity Program

ED249444 CG017764

Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.

Mathisen, Kenneth S.; Meyers, Kathleen

Aug 1984

15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Sponsoring Agency: Carrier Foundation, Belle Mead, NJ.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEMAR85

Target Audience: Researchers

Treatment attrition is a major problem for programs treating adolescent substance abusers. To isolate and cross validate factors which are predictive of addiction treatment attrition among adolescent substance abusers, screening interview and diagnostic variables from 119 adolescent in-patients were submitted to a discriminant equation analysis. The results showed that the equation was able to successfully predict program completion/non-completion for 82 percent of the derivation sample. The variables which distinguished the two groups were a diagnosis of affective disorder, two or more previous psychiatric treatments, a history of family pathology, and minimal (or no) family involvement in the patient's treatment. Use of this formula on a second cross-validation sample (N=45) yielded a hit rate of 76 percent. These findings support the use of the discriminant equation analysis model, and suggest that treatment dropouts can be identified even among high risk groups such as adolescents in substance abuse treatment. (BL)

Descriptors: •Adolescents; •Dropout Characteristics; Dropout Rate; Dropout Research; •Drug Rehabilitation; Institutionalized Persons; •Prediction; •Predictor Variables; Secondary Education

ED249337 UD023858

Job Training Partnership Act and Dropout Youth.

Catholic Univ. of America, Washington, D.C. Center for National Policy Review.

Jobs Watch Alert, p1-14 Aug 13 1984 13 Aug 1984

15p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: GENERAL REPORT (140); JOURNAL ARTICLE (080)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB85

Data from recently published analyses of past youth training efforts, together with demonstration programs for dropouts just getting underway, provide some clear indications of directions that must be taken to effectively treat the needs of seriously-at-risk youth. Furthermore, data on trends in youth unemployment among dropouts show that long-range employment training investments will be less costly to the nation in terms of tax revenues, economic productivity, and welfare and criminal justice costs than allowing the problem to continue to worsen. But early reports on the Job Training Partnership Act (JTPA), including an in-depth look at Portland, Maine, suggest that effective, targeted training is not being provided to this group, despite Congress' intent to do so. Unless local private industry councils and government officials make greater use of what we now know about what works and does not work for training at-risk youth, JTPA will continue to fall far short of its service and performance goals for dropouts, and for youth in general. (Author/GC)

Descriptors: •Business Responsibility; Demonstration Programs; •Disadvantaged Youth; •Dropouts; Employment Opportunities; Federal Programs; •Job Training; •Public Policy ; Secondary Education; Unemployment; •Youth Employment

Identifiers: Academies Program; Comprehensive Employment and Training Act; JOBSTART; •Job Training Partnership Act 1982; Maine (Portland); Summer Training and Education Program

ED248607 EA017145

Addressing Teenage Pregnancy and Parenthood.

Greene, Brenda Z.

National School Boards Association, Washington, DC. Educational Policies Service.

Updating School Board Policies, v15 n7 Jul-Aug 1984 1984

8p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022); PROJECT DESCRIPTION (141); LEGAL MATERIAL (090)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB85

(cont. next page)

Target Audience: Policymakers

The theme article of this issue, "Addressing Teenage Pregnancy and Parenthood" by Brenda Greene, explains that pregnant students and those who are already parents have the same legal rights to public education as do all other students. To meet this responsibility and to lower dropout rates, schools need to make educational opportunities available to these students. Characteristics of successful programs are presented. Janet Horton in "A Dilemma for School Boards: Employees Who Are Unwed Parents," summarizes court decisions holding that school systems cannot dismiss an unwed parent based on the assumptions of immorality or because the individual is seen as an unfit role model for students. The first of the remaining two short articles informs school systems that, legally, pregnancy and childbirth are considered medically related problems and qualify for sick and disability leave. However, parenting does not, and the option to take unpaid child care leave must be available to men if it is available to women. The last article advises that the authorization of all televised school events and the approval of program content, commercials, and commentators can give school systems more control over what and how school events are televised. (MLF)

Descriptors: Board of Education Policy; •Dismissal (Personnel); •Dropout Prevention; Dropout Programs; Family Life Education; •Leaves of Absence; Parenthood Education; Parenting Skills; •Pregnant Students; •Program Development; Secondary Education; Student Rights; •Unwed Mothers

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ED248413 CG017685

The Cry for Help Unheard: Dropout Interviews.

Jordan-Davis, Walter E.

Austin Independent School District, Tex. Office of Research and Evaluation.

Apr 1984

24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Parts of Attachment A may be marginally legible due to small print.

Report No.: AISD-ORE-83.47

Available from: Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

Journal Announcement: RIEFEB85

One of the concerns expressed by educators nationwide is the alarmingly high numbers of students who withdraw from schools before graduating. In response to this concern, the Austin Independent School District interviewed 95 dropouts in their homes, asking them why they left school and what could have been done that would have enabled them to remain in school. Responses indicated that no one issue could fully explain school withdrawal. Social, personal, and academic issues were interwoven; however, school related issues were the most commonly mentioned, with inadequate academic preparation, especially in reading and writing, mentioned as a primary reason for withdrawal. The ability to work was the most commonly cited advantage to dropping out, although employment concerns were also listed as the primary disadvantage. The findings suggest that providing all students with the opportunity to develop basic academic skills in the early grades could reduce the number of dropouts. (JAC)

Descriptors: •Dropout Attitudes; •Dropout Characteristics; Dropout Research; •Dropouts; High Schools; High School Students; Low Achievement; Predictor Variables; •School Holding Power; •Student Needs; Student School Relationship

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ED247455 CE039553

Youth Studies Abstracts. Vol. 3, No. 3, Part 2.

Australian National Univ., Canberra. National Clearinghouse for Youth Studies.

Youth Studies Abstracts, v3 n3 pt2 Aug 1984 Aug 1984

70p.; For related documents, see ED 240 306-307, ED 244 079-080, AND CE 039 552-554. Document contains small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: SERIAL (022); BIBLIOGRAPHY (131); RESEARCH REPORT (143)

Geographic Source: Australia; Australian Capital Territory

Journal Announcement: RIEJAN85

This compilation of 47 abstracts of materials--papers, studies, reports, reviews--and citations to 46 periodicals is the second of two parts. This part contains abstracts in one category: programs (proposals, reports, evaluations). Abstracts are arranged in clusters according to prime subject matter. Topics covered, listed at the front of the booklet, are as follows: aborigenes, apprenticeship, bibliography, disabled, education, employment/labor markets, evaluation, family, girls/women, migrants, programs, rural, schools/schooling, school students, school leavers, social change, social welfare, TAFE, technological change, unemployment, youth, and youth workers. Each citation provides some or all of the following: author(s); classification number; place, institution, and date; pagination; and abstract. The section on periodicals lists them by state, territory, or foreign country (arranged alphabetically) with some or all of this information: title, source, volume and/or number, date, pagination, and articles of interest or an annotation. (YLB)

Descriptors: Abstracts; Dropout Research; •Dropouts; Educational Research; Education Work Relationship; Family (Sociological Unit); •Females; Foreign Countries; Job Training ; Labor Market; Migrants; Part Time Employment; Periodicals; Postsecondary Education; Research; Research Projects; Research Reports; Secondary Education; •Unemployment; •Vocational Education; Work Attitudes; •Youth Employment

Identifiers: •Australia

ED247454 CE039552
Youth Studies Abstracts. Vol. 3, No. 3, Part 1.
Australian National Univ., Canberra. National Clearinghouse for Youth Studies.
Youth Studies Abstracts, v3 n3 pt1 Aug 1984 Aug 1984
96p.; For related documents, see ED 240 306-307, ED 244 079-080, and CE 039 553-554. Document contains small print.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: SERIAL (022); BIBLIOGRAPHY (131); RESEARCH REPORT (143)
Geographic Source: Australia; Australian Capital Territory
Journal Announcement: RIEJAN85

This compilation of 112 abstracts of materials--papers, studies, reports, reviews--is the first of two parts. This part contains abstracts in one category: social and educational developments (policy, analysis, research). Abstracts are arranged in clusters according to prime subject matter. Topics covered, listed at the front of the booklet, are as follows: aborigenes, apprenticeship, bibliography, disabled, education, employment/labor markets, evaluation, family, girls/women, migrants, programs, rural, schools/schooling, school students, school leavers, social change, social welfare, TAFE, technological change, unemployment, youth, and youth workers. Each citation provides some or all of the following: author(s); classification number; place, institution, and date; pagination; and abstract. (YLB)

Descriptors: Abstracts; Dropout Research; •Dropouts; Educational Research; Education Work Relationship; Family (Sociological Unit); •Females; Foreign Countries; Job Training ; Labor Market; Migrants; Part Time Employment; Postsecondary Education; Research; Research Projects; Research Reports; Secondary Education; •Unemployment; •Vocational Education; Work Attitudes; •Youth Employment
Identifiers: •Australia

ED247355 UD023736
The Lasting Impact of the Direct Instruction Follow Through Program: Preliminary Findings of a Longitudinal Study of 1500 Students.
Gersten, Russell; And Others
Apr 1984
39p.; Paper presented at the meeting of the American Educational Research Association (New Orleans, LA, April 1984).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEDEC84

Fifteen hundred high school students who had taken part in the Direct Instruction (DI) Follow Through Program in elementary school were studied to examine the impact of DI on their high school careers. Positive effects were found in each of the six sites studied. Two sites demonstrated positive effects in both achievement and graduation/dropout rate. In four sites, positive effects were found in some areas of high school achievement. In three, 9th grade reading achievement was within 10 percentile points of the national median, indicating that students had maintained the level achieved at the end of Grade 3. In four sites, the dropout rate for DI students was significantly lower than that for non-DI students. Generally, positive effects were stronger in communities with a kindergarten-starting program than a first-grade-starting program. The only two significant negative effects were in math achievement in one site and in the dropout rate of one cohort in another site. (CMG)

Descriptors: •Achievement Gains; Compensatory Education; •Dropout Rate; Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; High School Graduates; •High School Students; Longitudinal Studies; •Program Effectiveness
Identifiers: •Direct Instruction Follow Through Project; •Impact

ED247353 UD023734
Desegregation and Dropping Out in One School District.
Doss, David A.
Austin Independent School District, Tex. Office of Research and Evaluation.
1984
17p.; Paper presented to the American Educational Research Association (New Orleans, LA, April 1984). One table is marginally legible.
Report No.: AISD-ORE-83.49
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas
Journal Announcement: RIEDEC84

Students of ninth-grade age in Austin, Texas, were studied to discover how desegregation affected dropout rates for Blacks, Hispanics, and Anglo/Others. Examination of the gross dropout percentages over the first 15 months suggests that impacted-only (nonreassigned, but in impacted schools) minority students were twice as likely to drop out as unaffected (nonreassigned in nonimpacted schools) minority students. Black and Hispanic males were even more likely to drop out if they were reassigned to impacted schools. However, reassignment had no appreciable effect on Hispanic females, and reassigned Black females dropped out at a rate no higher than unaffected Black females. Anglo/Other males had a pattern similar to Black females and Anglo/Other females; that is, they were not much affected. The gross percentages over the longer term (2 1/2 years) suggest an impact of a different nature. Hispanic males had a high dropout rate regardless of assignment. The likelihood of dropping out for Hispanic females and Black males increased moderately if in an impacted school and markedly if reassigned. Black females were most

(cont. next page)

likely to drop out if they were impacted only. Anglo/Others dropped out least when reassigned. When the gross percentages were controlled for grade point average, grade and discipline results were different for some of the groups. Either way, however, the results indicate clearly that desegregation had a negative effect on the holding power of the school district for some students. (CMG)

Descriptors: Black Students; Comparative Analysis; *Desegregation Effects; *Dropout Rate; High Schools; Hispanic Americans; *Racial Differences; *School Holding Power; *Sex Differences; White Students

Identifiers: *Austin Independent School District TX

ED246235 CE039254

Indicators of Effective Programming for School to Work Transition Skills among Dropouts.

Batsche, Catherine; And Others
Illinois State Univ., Normal.
Jun 1984
20p.
Sponsoring Agency: Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEDEC84

This study examined characteristics of programs in which students were enrolled to determine which activities were most effective in dealing with dropouts. The study attempted to validate program components that have previously been associated with retentive capacity. Seventy-six exemplary programs for dropouts were selected to participate in the study. Directors of the 76 programs were mailed a survey that included a list of 18 program descriptors that they were asked to rank in order of importance for dropout prevention program success. Surveys were returned from 44 of the 76 programs, and represented 26,052 dropout students. The four program descriptors that were ranked as the most effective in working with dropouts were self-concept development, work attitudes/habits, interpersonal/life skills, and motivation. The four program descriptors that were ranked as the least necessary were interagency cooperation, job development, staff upgrading, and community service. The teaching factors considered to be extremely important to retaining dropouts reflected those skills that are part of fundamental classroom management: rules are established and clearly communicated, and performance standards are clearly communicated. Respondents also indicated that it was extremely important that the teacher was considered approachable. In addition, respondents rated counseling services as important. Based on the results of this survey, recommendations were made for improving dropout prevention programs. (KC)

Descriptors: Demonstration Programs; *Dropout Prevention; *Dropout Programs; Dropout Research; Dropouts; Outcomes of Education; *Program Attitudes; *Program Effectiveness; Program Implementation; *Program Improvement; Secondary Education

ED246077 TM840348

Behavioral Outcomes of an Alternative Program for Junior High School Students at Risk of Dropping Out.

Griffin, Edward; And Others
Louisiana State Dept. of Education, Baton Rouge.
27 Apr 1984
14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIENOV84
Government: State
Target Audience: Researchers

The study examines the relationship between success upon leaving an alternative school program and immediate measures of program effect. The strength of the relationship was used to determine the degree to which the program effected its long term goals of preparing students for future academic or vocational success. Student success was defined as behavior reflecting adequate academic skills and attitudes toward education. It was measured by ranking three outcomes in descending order: return to formal education; securing employment or a general educational development (GED) diploma; not returning to school, not working, or not pursuing the GED. The immediate measures of program effect were reading achievement, mathematics achievement, absenteeism rate, disciplinary referral rate, change in absenteeism of disciplinary referral rates, and attitude toward school. Students assessed were between the ages of 13 and 20 who had participated in an alternative school program stressing small group instruction and vocational/prevocational training sponsored by five Louisiana school systems. The regression model accounted for 25 percent of the variance in student outcomes. Age, mathematics achievement, and absenteeism rate were the only variables which had a probability level of less than .05. The relationship was positive for mathematics achievement and negative for age and absenteeism. (Author/DWH)

Descriptors: Basic Skills; Behavior Modification; *Dropout Prevention; Dropout Programs; Dropouts; Junior High Schools; Mathematics Achievement; *Nontraditional Education; *Program Evaluation; *School Attitudes; Student Attitudes

Identifiers: Acadiana Consortium; Louisiana

DIALOG File 1: ERIC - 66-87/FEB

* ED245871 RC014826

Statewide Survey of Indian Education. Washington State.

Washington Office of the State Superintendent of Public Instruction, Olympia.

1984

29p.; For related document, see RC 014 825.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Washington

Journal Announcement: RIENOV84

Government: State

Questionnaire responses from 65 of 72 Washington school districts with significant Indian populations provided quantitative data about 13,522 American Indian students in grades K-12 in 1981-82. Results showed that 11.3% transferred to or from the districts during the year. Results also showed that American Indian students were at the expected grade level for their age and had not been retained scholastically. No attendance patterns emerged for specific grades, but attendance levels in high school were significantly lower than for earlier years. Results showed a downward trend in reading and mathematics achievement scores, which fell from above average in grade 1 to well below average in grade 12, with a large drop after grade 9. American Indian students used personal counselors increasingly throughout their school years, with an elementary school peak in grade 2 and another around grade 7. However, they decreased their use of tutoring over the years, with a high in grades 7 and 8. American Indian students dropped out of school for various reasons, including withdrawal by parents, expulsion, legal detention, and illness. The reasons for 51% of the dropouts was unknown. American Indian children had a lower dropout rate than the general population. Results should be interpreted carefully. (SB)

Descriptors: •Academic Achievement; •American Indian Education; •Attendance Patterns; Dropout Research; •Dropouts; Elementary Secondary Education; •School Counseling; School Holding Power; State Surveys; Student Placement; •Tutoring

Identifiers: •Washington

ED245047 UD023636

John Jay High School Project "RESCATE." O.E.E. Evaluation Report, 1982-1983. Final Report.

Friedman, Grace Ibanez; Schulman, Robert

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Mar 1984

75p.; Published by the O.E.E. Bilingual Education Evaluation Unit; For related documents, see ED 215 069 and ED 234 126.

Sponsoring Agency: Department of Education, Washington, DC.

Grant No.: G008006387

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; New York

Journal Announcement: RIEOCT84

Project RESCATE, in its third and final year of funding, provided instruction in English as a Second Language (ESL) and native language skills, as well as bilingual instruction in science, mathematics, and social studies, to 185 Spanish-speaking students of limited English proficiency (LEP) at John Jay High School in Brooklyn, New York. In addition, ESL instruction was provided to 20 Haitian, 20 East Asian, 3 Middle Eastern and 2 Italian LEP students. The overall program goal was dropout prevention. To this end, staff worked with students and their parents, offering a variety of supportive services including individual and group guidance, career orientation, home visits to reduce truancy, tutoring, and an alternative school for students unable to function in the mainstream. The program was supported by a combination of Title VII, Chapter 1, and tax-levy funds. Students were assessed in English language development, native language mastery, and in mathematics, social studies, science, and business and vocational studies. Quantitative analysis of achievement data indicated generally significant academic gains; in addition, the attendance rate among program students was significantly higher than that of the general school population. The following changes were identified as having occurred in the three-year funding period: (1) the return of monolingual English speakers to mainstream classes; (2) extension of ESL instruction; (3) incorporation of a remedial mathematics course; (4) strengthening of local business ties to locate employment for program students; and (5) maintenance of a family language program. The evaluation also identified areas where efforts were less successful: (1) documenting non-Hispanic participation; (2) increasing staff development in policy planning; (3) expanding tutorial services; (4) assessing curriculum needs; and (5) identifying materials available from outside sources. (Author/GC)

Descriptors: •Achievement Gains; Asian Americans; Attendance; •Bilingual Education Programs; •Dropout Prevention; •English (Second Language); Haitians; High Schools; •Limited English Speaking; Native Language Instruction; •Program Effectiveness; Spanish Speaking

Identifiers: New York (Brooklyn); •Project RESCATE NY

ED245037 UD023626

Fort Hamilton High School Project SPEED: Special Education to Eliminate Dropouts. O.E.E. Evaluation Report, 1982-1983.

Nicolaidis, Mary; Sica, Michael

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Feb 1984

79p.; Published by the O.E.E. Bilingual Education Evaluation Unit; Parts of the appendices are marginally legible.

Sponsoring Agency: Department of Education, Washington, DC.

Grant No.: G008202691

EDRS Price - MF01/PC04 Plus Postage.

Language: English

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DIALOG File 1: ERIC - 66-87/FEB

Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIEOCT84

The major goal of Project SPEED (at Fort Hamilton High School, Brooklyn, New York) was dropout prevention. In its first year of operation, 1982-83, the project provided English as a Second Language (ESL) instruction, bilingual instruction in basic skills required for graduation, and guidance services to approximately 300 limited English proficient (LEP) students in grades 9-12 who were regarded as high risks for dropping out. The students, mostly recent immigrants, were 65 percent Spanish speaking, 20 percent Chinese speaking, and 15 percent Arabic speaking. The project's individualized approach was based on three models, each having a specific goal and curricular emphasis: Model I aimed at dropout prevention, particularly for 9th and 10th graders; Model II aimed at truants whose likelihood of staying in school is minimal; and Model III aimed at retaining LEP students older than 18. Evaluation of the project, however, showed that it was impossible to examine these models as such because the counseling, educational, and vocational guidance components that were to differentiate them had not been formally implemented. In terms of student achievement, quantitative analysis indicated the following: (1) attainment of English language objectives was mixed; (2) objectives in content area courses were attained overall; (3) 75 percent of students taking the High School Equivalency Exam passed; and (4) the program attendance rate was significantly greater than the general attendance rate. In addition, curricular materials were being developed and adapted in the three native languages, and staff participated in meetings, workshops, and university courses. Finally, parent participation was minimal. (CMG)

Descriptors: Achievement Gains; Arabs; Attendance; •Bilingual Education Programs; Chinese Americans; Curriculum Development; •Dropout Prevention; English (Second Language); •High Risk Persons; High Schools; Hispanic Americans; •Limited English Speaking; Parent Participation; •Program Effectiveness ; Program Evaluation; School Holding Power; Staff Development

Identifiers: New York (Brooklyn); •Project SPEED NY

ED240278 CE038085

Brief Guidelines on Information and Strategy for Dropout Prevention in West Virginia.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

[1984

62p.; Figures and statistics may not reproduce well due to small print.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEJUL84

This guide is intended to provide teachers and administrators, especially in West Virginia, with information about high school dropouts, their characteristics, and ways to retain potential dropouts in high school. A pretest and answer key precede the text of the report. The first section presents an overview of the dropout problem and its consequences, such as the dropout's greater level of unemployment and lower earnings. In the second section, factors affecting attendance and enrollment are listed, and teachers are given methods for identifying potential dropouts. Checklists of characteristics and worksheets are provided for teachers to identify high-risk students. There is a report summary on dropouts in West Virginia, 1981-1982. The third section contains suggestions for preventing students from dropping out, such as tutoring, counseling, work-related schemes, alternative education, parent involvement, student-centered approaches, and other low-cost dropout prevention activities. The fourth section presents methods of evaluating the success of dropout prevention programs, while the fifth section consists of the results of a survey of dropout prevention activities in West Virginia in 1983. (KC)

Descriptors: •Dropout Characteristics; •Dropout Prevention; •Dropout Programs; Dropout Rate; Dropout Research; •Dropouts; Educational History; Educational Needs; Employment Problems; •Potential Dropouts; Program Evaluation; Program Implementation; •Program Improvement; Secondary Education; Statewide Planning; Youth Employment

Identifiers: West Virginia